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ABSTRACT

Wisconsin's Model Academic Standards for Social Studies provide direction for curriculum, instruction, assessment, and professional development. The standards identify eras and themes in Wisconsin history. Many of these standards can be taught using content related to the study of Wisconsin. The sample lessons included in this document identify related standards from Wisconsin's Model Academic Standards for Social Studies. Many of the historical documents in this book are from early periods of Wisconsin history when American Indians and later Europeans were the only ethnic groups. Wisconsin history and heritage is the recommended content of the fourth grade curriculum in social studies. This book provides several suggested activities and reprints some of the historical documents from the archives of the State Historical Society of Wisconsin. Chapter titles include: (1) "Prehistory and the Early History of Wisconsin's Native People"; (2) "Early Explorers, Traders, and Settlers to 1812"; (3) "Transition from Territory to Statehood, 1787-1848"; (4) "Immigration and Settlement"; (5) "Wisconsin's Role in the Civil War, 1860-1865"; (6) "Mining, Lumber, and Agriculture"; (7) "La Follette and the Progressive Era, 1874-1914"; (8) "The World Wars and Conflicts"; (9) "Prosperity, Depression, Industry, and Urbanization"; and (10) "Wisconsin's Response to 20th Century Change." Appendices include the definition of primary sources, area research map and information, tribal and intertribal offices in Wisconsin, and a full text of standards identified in the activities. (LB)

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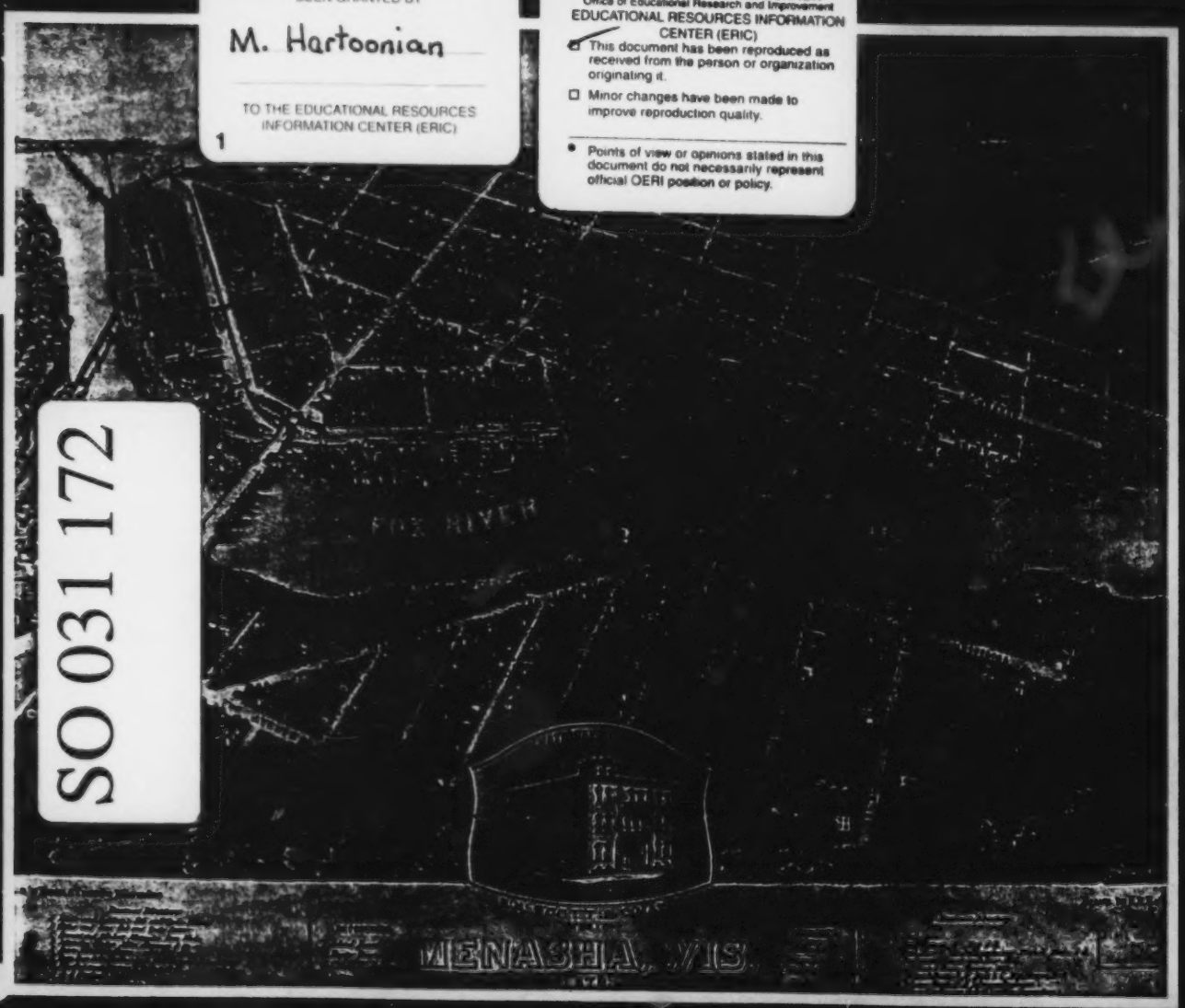

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Learning About Wisconsin

Activities, Historical Documents, and Resources Linked to Wisconsin's Model Academic Standards for Social Studies in Grades 4–12

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1870 Bird's Eye View of Menasha on the cover
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Foreword

The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

National Council for the Social Studies, 1992

To face the challenges of the future we need citizens who are actively involved and engaged in sustaining and improving our democracy. To prepare for this challenge, our students need to be knowledgeable about the past as well as the present. The study of their place in history and of their responsibilities as citizens of Wisconsin, the nation and the world will help them to make informed and reasoned decisions.

History textbooks usually reflect a big picture of events, movements, and famous people but not the lives of ordinary people. Yet one of the most important reasons to study history is that historical memory is, perhaps, the most vital link to self-identity, to seeing one's place in time and space and one's connections with all of humankind. What better place to start this study than the cities, towns, rivers, and historical sites near where students live or have visited. This connection helps students to find their places in the continuing histories of their state and nation. It is also an exciting and personal way to start to explore the past and make sense of the present.

Wisconsin's Sesquicentennial celebration in 1998 prompted the development of a wealth of new materials about Wisconsin. The resource lists in this book contain the most current information about new materials. New resources continue to be developed and it is important for educators to keep informed about them.

Primary source materials make history come alive for students. A special feature of this book is the inclusion of primary source materials, along with suggestions and ideas on how to use these sources. All of the activities were developed by Wisconsin educators.

I would like to thank the people who made this book possible and the institutions that preserve our Wisconsin history and heritage, especially the State Historical Society of Wisconsin, Archives Division, Museum Division, and Office of School Services. Thanks also to the Wisconsin Veterans Museum, University of Wisconsin Extension-Geological and Natural History Survey Division, Milwaukee Public Museum, and others who contributed their time and expertise to the development of this resource about our 31st state.

John T. Benson
State Superintendent

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Appreciation is expressed to the members of the *Wisconsin: Standards-Related Resources, Activities and Historical Documents* Committee, who are the authors and contributors to this book.

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Introduction

Wisconsin's Model Academic Standards for Social Studies provide direction for curriculum, instruction, assessment, and professional development in our state. The standards identify eras and themes in Wisconsin history. Many of these standards can be taught using content related to the study of Wisconsin. The sample lessons included in this document identifies related standards from Wisconsin's Model Academic Standards for Social Studies. Complete wordings of the standards are located in Appendix IV.

Many of the historical documents in this book are from early periods of Wisconsin history when American Indians and later Europeans were the only ethnic groups. Instructional materials are required to reflect the cultural diversity and pluralistic nature of our society; the additional resouces help to promote this goal.

Wisconsin history and heritage is the recommended content of the fourth grade curriculum in social studies. For learners of every age, it is especially interesting to study about places and people with whom they share a heritage. While the fourth grade curriculum introduces the study of Wisconsin, additional knowledge and skills related to the study of Wisconsin should be learned by middle and high school students. While few school curricula have identified courses that deal exclusively with the study of Wisconsin in the upper grades, many social studies courses offer the opportunity to integrate further study of Wisconsin in middle and high school.

This book grew out of the many requests received each year from teachers asking for resources to teach about Wisconsin. Although new textbooks about Wisconsin are being published, many other excellent instructional materials are available from various sources. This publication includes extensive lists of resources. General resources, including background reading for teachers, are located near the front of the book. Additional excellent resources related to the lessons are located at the end of each chapter.

Since new resources become available each year, it is important to keep up-to-date. Two important sources are the State Historical Society of Wisconsin and the Cooperative Children's Book Center at the University of Wisconsin. This book also provides several suggested activities and reprints some of the excellent historical documents from the archives of the State Historical Society of Wisconsin. The lessons and documents are merely a sampling of how Wisconsin history can be studied.

The historical documents included in this book are invaluable resources. What would we think of a course in poetry in which students never read a poem? Likewise what would we think of a course in social studies in which students never saw a primary source document? In this book, *Learning about Wisconsin: Activities, Historical Documents, and Resources Linked to Wisconsin's Model Academic Standards for Social Studies in Grades 4–12,* many primary source materials are included. The historical maps and first person accounts illuminate eras and themes in Wisconsin history and provide rich background material for teaching about our state. A recommended level for each lesson is suggested, but the historical documents can be adapted to any age group.

The Wisconsin Department of Public Instruction welcomes your comments and suggestions. The Director of the Office of School Services at the State Historical Society of Wisconsin invites you to share your lessons and activities with other teachers in the field through its newsletters, and the *Badger History Bulletin.* Contact the director of the Office of School Services at 816 State Street, Madison, WI 53706 or at (608) 264-6547.

Resources

Additional excellent resources related to each lesson are located at the end of each chapter.

(ES) Elementary School Level
(MS) Middle School Level
(HS) High School Level

*Please note that the University of Wisconsin Press books are sold through the Chicago Distribution Center, 11030 S. Langley Avenue, Chicago, Illinois 60628, (800) 621-2736, fax (800) 621-8476, http://www.wisc.edu/wisconsinpress/.

General Background to Wisconsin History

The Badger State: A Documentary History of Wisconsin. Justus F. and Barbara Dotts Paul; Eerdmans, 1978.

History of Wisconsin series. State Historical Society of Wisconsin. Call University of Wisconsin Press, (800) 621-2736.*

Volume I: From Exploration to Statehood. Alice E. Smith; State Historical Society of Wisconsin, 1973. Examines the period between Jean Nicolet's arrival and statehood.

Volume II: The Civil War Era, 1848–1873. Richard N. Current; State Historical Society of Wisconsin, 1976. A synthesis of Wisconsin's involvement in the Civil War. Call University of Wisconsin Press, (800) 621-2736.

Volume III: Urbanization and Industrialization, 1873–1893. Robert C. Nesbit; State Historical Society of Wisconsin, 1985. An overview of change in Wisconsin society, business, and industry. Contact University of Wisconsin Press, (800) 621-2736.

Volume IV: The Progressive Era, 1893–1914. John D. Buenker; State Historical Society of Wisconsin, 1998. A look at Wisconsin as a "laboratory of democracy." Contact University of Wisconsin Press, (800) 621-2736.

Volume V: War, a New Era, and Depression. Paul W. Glad; State Historical Society of Wisconsin, 1990. An account of Wisconsin's role in World War I and its aftermath. Contact University of Wisconsin Press, (800) 621-2736.

Volume VI: Continuity and Change, 1940–1965. William F. Thompson; State Historical Society of Wisconsin, 1988. An account of Wisconsin through three wars, racial and societal conflict, technological innovation, population shifts to and from cities and suburbs and accompanying stress in politics, government, and society as a whole. Contact University of Wisconsin Press, (800) 621-2736.

On Wisconsin: Books About the Badger State for Children and Young Adults. Cooperative Children's Books Center, University of Wisconsin–Madison, 1997. A periodically updated bibliography of books about Wisconsin. Contact University of Wisconsin Press, (800) 621-2736.

The Physical Geography of Wisconsin. Lawrence Martin; University of Wisconsin Press, 1965. Contact University of Wisconsin Press, (800) 621-2736.

State of Wisconsin Blue Book, Wisconsin Legislative Reference Bureau, Joint Committee on Legislative Organization. Published biennially in odd-numbered years. Contact your State Senator or State Representative to request a free copy. A free study guide is available from the Legislative Reference Bureau, 608-266-0345

Wisconsin: A History. Robert C. Nesbit; University of Wisconsin Press, 1989, 1973. Single- volume history of our state appropriate for high school introductory text. Contact University of Wisconsin Press, (800) 621-2736.

Wisconsin's Foundations: A Review of the State's Geology and Its Influence on Geography and Human Activity. Gwen Schultz, Cooperative Extension Service, University of Wisconsin–Madison, Madison, Wisconsin.

Wisconsin: Land and Life: A Portrait of the State. Robert C. Ostergren and Thomas R. Vale; University of Wisconsin Press, 1997. A collection of essays offering an introduction to the state's natural environment, the historical processes of human habitation, and the ways that nature and people interact to create distinct regional landscapes. Contact University of Wisconsin Press, (800) 621-2736.

Wisconsin Magazine of History, published by the State Historical Society of Wisconsin, is free to members of the society or may be borrowed from any major public or university library. Contact the society at (608) 264-6587.

Wisconsin Past and Present: A Historical Atlas. The Wisconsin Cartographer's Guild; University of Wisconsin Press, 1998. Historical and geographical maps, text, photos, and illustrations. Contact University of Wisconsin Press, (800) 621-2736.

Wisconsin, The Story of the Badger State. Norman K. Risjord; Wisconsin Trails, 1995. A one-volume history of Wisconsin from the Ice Age to modern times.

CD ROM

"Wisconsin: Celebrating People, Place and Past." Wisconsin Educational Communications Board (WECB); 1998. A CD ROM developed in honor of the Wisconsin Sesquicentennial. Allows exploration of Wisconsin culture, history, geography and politics from prehistory to the present. Teacher guide available. Contact WECB at (608) 264-9693 or visit its website at http://www.ecb.org (ES)(MS)(HS)

Elementary Textbooks for Students of Wisconsin Studies

America The Beautiful Wisconsin. Jean F. Blashfield; Childrens Press, Division of Grolier, Danbury, Connecticut, 1998. An overview of the state, including its geography, history, government, economy, arts, recreation, and famous people. Call (800) 621-1115.

Explore Wisconsin. Houghton Mifflin, 1998. Workbook type publication. Teacher guide includes study skills, diagnostic and practice tests for Wisconsin Student Assessment System in social studies as well as history activities and social science activities. Call (800) 323-5663.

Wisconsin. Gretchen Bratvold; Lerner Publications Company, 1991. Overviews the geography, history, people, industries, and other highlights of Wisconsin. Call (800) 328-4929.

Wisconsin. Capstone Press Geography Department; Capstone Press, 1997. An overview of Wisconsin's history, geography, people, and living conditions. Call (800) 747-4992.

The Wisconsin Adventure. Billie Joan English and Sharon Cooper Calhoun; Apple Corps Publishers, Inc., 1997. Teacher guide with same title. Call (405) 787-8191 or (800) 335-9208.

Wisconsin (From Sea to Shining Sea). Dennis Fradin; Children's Press, Division of Grolier, Danbury, Connecticut, 1993. An overview of the history, geography, industries, sites of interest, and famous people of Wisconsin. Call (800) 621-1115.

Wisconsin (Portrait of America). Kathleen Thompson; Raintree Steck-Vaughn, 1996. The history, economy, culture, and future of Wisconsin is summarized. Call (800) 531-5015.

Wisconsin Yesterday and Today. Silver Burdett & Ginn, 1985. Teacher guide with same title. Call (888) 783-4280.

Recent Publications from the Office of School Services of the State Historical Society of Wisconsin

Another Look: Wisconsin Photographs Past and Present. Bobbie Malone; State Historical Society of Wisconsin, 1998. Sixteen pairs of photographs on cardstock contrasting people and places from Wisconsin history with scenes from the present. Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)

Celebrating Everyday Life in Wisconsin History: A Classroom Exhibit Resource and Planning Guide, Bobbie Malone; State Historical Society of Wisconsin, 1997. This packet, available in every school library, contains resource lists, project ideas, and classroom activities involving themes such as "Seasons," "Childhood," "Changes in Foodways," "Changes in Work," and "The Built Environment." Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)

The Changing Workforce: Teaching Labor History with City and County Directories. Matt Blessing; State Historical Society of Wisconsin, 1996. A teaching kit containing teacher's guide, background material and worksheets for students, and reproduced photographs of Wisconsin's turn-of-the-century workers. Contact University of Wisconsin Press, (800) 621-2736. (HS)

Destination Wisconsin, From Exploration to Statehood. State Historical Society of Wisconsin, 1998. A ten poster set of "who's who" in early Wisconsin history. Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)(HS)

Digging and Discovery: Wisconsin Archaeology. Diane Young Holliday and Bobbie Malone; State Historical Society of Wisconsin, 1997. The new *Badger History* series. Written especially for fourth graders. Introduces students to archaeology as a way to learn about Wisconsin's prehistoric and historic past. Teacher guide with same title. Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)

Learning from the Land: Wisconsin Land Use. Bobbie Malone; State Historical Society of Wisconsin, 1998. The new *Badger History* series. Students learn about interactions of people with the natural geographical features of Wisconsin. Teacher guide with same title. Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)

Wisconsin's Built Environment. Bobbie Malone and Vivian Greblo, State Historical Society of Wisconsin, 1999. Explores the social history of building and structures throughout Wisconsin. Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)

Wisconsin On Stage: Scripts for Grades 4–8. Matt Blessing, compiler, State Historical Society of Wisconsin, 1998. Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)

Recent Releases from the Wisconsin Educational Communication Board General Material—CD ROM

"Wisconsin: Celebrating People, Place and Past." Wisconsin Educational Communications Board, 1998. Allows students to explore Wisconsin history and geography from prehistory to the present. Teacher guide available. Contact the Wisconsin Educational Communications Board at (608) 264-9693 or visits its website: http://www.ecb.org. (ES)(MS)(HS)

General Material–Video

"Exploring Wisconsin Our Home." Kathleen Ernst; Wisconsin Educational Communications Board, 1995. Teacher guide for use with Wisconsin Public Television video series by the same title. Call Wisconsin Educational Communications Board, (608) 264-9693, or visit its website: http://www.ecb.org. (ES)

"Investigating Wisconsin History." Wisconsin Educational Communications Board, 1998. Designed for use in fourth-grade classroom, this twelve program series poses questions about Wisconsin's past and uses historical evidence to answer them. The series can be taped from Wisconsin Public Television. Teacher guide available. For programming information, contact the Wisconsin Educational Communications Board, (608) 264-9693, or visit its website: http://www.ecb.org. (ES)(MS)

General Background to Wisconsin Indians

Native American Communities in Wisconsin 1600–1960: A Study of Tradition and Change. Robert E. Bieder; University of Wisconsin Press, 1995. Rather than concentrating on individual tribes, a more unified interpretation of Wisconsin Indian history is provided. Contact University of Wisconsin Press, (800) 621-2736.

Prehistoric Indians of Wisconsin. Robert E. Ritzenthaler; Milwaukee Public Museum, 1985.

Wisconsin Indians. Nancy Oestreich Lurie; State

Historical Society of Wisconsin, 1987. A concise, easy-to-read account of Wisconsin's native peoples from the treaty-making era to the 1960's. Contact University of Wisconsin Press, (800) 621-2736.

Classroom Activities to Teach About Wisconsin Indians

Classroom Activities On Chippewa Treaty Rights. Ronald N. Satz, Anthony G. Gulig, and Richard St. Germaine; Wisconsin Department of Public Instruction, 1991. Provides lessons which help elementary, middle, and secondary students better understand Wisconsin Chippewa treaty rights. Available from Publication Sales, Wisconsin Department of Public Instruction, (800) 243-8782. Request Bulletin #2150. (ES)(MS)(HS)

Classroom Activities on Wisconsin Indian Treaties and Tribal Sovereignty. Ronald N. Satz, et al.; Wisconsin Department of Public Instruction, 1996. Examines history, culture and tribal sovereignty in Wisconsin and includes text of all 29 treaties. Available from Publication Sales, Wisconsin Department of Public Instruction, (800) 243-8782. Request Bulletin #6156.

Indian Government/Law has three parts: *American Indian Tribal Government*; *Current Federal Indian Law and Its Precedents*; and *Indian-White Relations: Historical Foundations*. Available from Publication Sales, Wisconsin Department of Public Instruction, (800) 243-8782. Request Bulletin #0940. (MS)(HS)

1. *American Indian Tribal Government*, edited by Ruth Gudinas for the Madison Metropolitan School District, 1985, is a two-three day activity for eighth to twelfth grade students in American government, civics, political science, and other social studies courses, and includes student worksheets. (MS)(HS)
2. *Current Federal Indian Law and Its Precedents*, by Susan Dion for the Rhinelander School District, 1991, contains narratives explaining federal Indian law and includes student worksheets. (HS)
3. *Indian-White Relations: Historical Foundations*, also by Susan Dion, for the Wisconsin Woodland Indian Dissemination Project and the Rhinelander School District, 1991, is an overview of the history between American Indians and European settlers and includes historical narratives and worksheets. (HS)

General Background for Teaching Social Studies

A Guide to Curriculum Planning in Social Studies. 2000. Available from Publication Sales, Wisconsin Department of Public Instruction. Call (800) 243-8782.

Books Without Bias: Through Indian Eyes. Beverly Slapin and Doris Seale; Volume 2. Oyate, 1988. 2702 Mathews Street, Berkeley, California 94702.

Curriculum Standards for Social Studies: Expectations of Excellence. National Council for the Social Studies, 1994. P.O. Box 79078, Baltimore, MD 21279-0078, or call (800) 683-0812.

Doing History, Investigating with Children in Elementary and Middle Schools. Linda S. Levstik and Keith C. Barton; Lawrence Erlbaum Associates, Mahwah, NJ, 1997.

Geography for Life: National Geography Standards 1994. National Geographic Society, P.O. Box 1640, Washington, DC 20013-1640 or call (800) 368-2728.

Guidelines for Selecting Bias-Free Textbooks and Storybooks. Council on Interracial Books for Children, 1980. 1841 Broadway, New York, New York 10023.

My Backyard History Book. David Weitzman; Boston, Little, Brown, & Company, 1975. Contains a wealth of activities designed to help students explore their own family and community history.

National Content Standards in Economics. 1997. The National Council on Economic Education , 1140 Avenue of the Americas , New York, NY 10036 or call (800) 338-1192.

National Standards for Civics and Government. 1994. Center for Civic Education , 5146 Douglas Fir Road Calabasas, CA 91302-1467 or call (800) 350-4223.

National Standards for History. 1994. National Center for History in the Schools, University of California, Los Angeles, 1100 Glendon Avenue, Suite 927, Box 951588, Los Angeles, CA 90025-1588 or call (310) 825-4702.

Wisconsin's Model Academic Standards for Social Studies. Wisconsin Department of Public Instruction, 1998. A complete set of the social studies standards.

Available from Publication Sales, Wisconsin Department of Public Instruction. Call (800) 243-8782 or contact the website at http://www.dpi.state.wi.us/standards.

Additional Information and Resources

General Materials

Along the Wisconsin Riverway. Jill Metcoff; University of Wisconsin Press, 1997. Photo essay of the river and the land along the banks. Contact University of Wisconsin Press, (800) 621-2736. (HS)

American Indian Resource Manual for Public Libraries. 1992. Available from Publication Sales, Wisconsin Department of Public Instruction, (800) 243-8782.

The Atlas of Ethnic Diversity in Wisconsin. J. Kazimierz et al; University of Wisconsin Press, 1999. Reference book of more than sixty ethnic groups in maps, tables, and graphs. Contact University of Wisconsin Press, (800) 621-2736.

Black Settlers in Rural Wisconsin. Zachary Cooper. State Historical Society of Wisconsin, 1994. Contact University of Wisconsin Press (800) 621-2736.

Down To Earth: Wisconsin Environmental Educational Kit and Teacher's Guide. Dave Thorson, Down To Earth, 1997. Includes teacher's guide, reference books, weather equipment, aerial photos, maps, classroom graphs, nature notebook, and student data workbook. Available from Down To Earth, Rt. 1, Box 135A, Gordon, WI 54838, (715) 376-4260. (ES)

Great State Wisconsin. Greatstate Incorporated. A newsprint publication to help students understand Wisconsin's history and appreciate their contemporary state. P.O. Box 455, Plymouth, Wisconsin 53073. (ES)

Home Cooked Culture: Wisconsin through Recipes. Terese Allen, Editor; Wisconsin Arts Board, 1999. Contact University of Wisconsin Press, (800) 621-2736. (MS)(HS)

In Tune With Tradition. Robert T. Teske, editor; University of Wisconsin Press, 1990. Celebrates the diversity of Wisconsin's instrument-making tradition. Contact University of Wisconsin Press, (800) 621-2736. (HS)

Multicultural Literature for Children and Young Adults: A Selected Listing of Books By and About People of Color; Vol. 1, 1991; Vol. 2, 1997. Wisconsin Department of Public Instruction. Contact Publication Sales, Wisconsin Department of Public Instruction, (800) 243-8782. Request Bulletin #1923.

New Faces: Immigration to Wisconsin 1970's to 1990's. Key Newspaper, 1994. This handbook examines Wisconsin's newest groups of immigrants by explaining why they left their homes and settled in Wisconsin. Lesson plans also available. (ES)(MS)

On Wisconsin Women: Working for Their Rights from Settlement to Suffrage. Genevieve G. McBride; University of Wisconsin Press, 1993. Traces women's work in reform movements and politics in Wisconsin. Contact University of Wisconsin Press, (800) 621-2736. (HS)

Shapers of Wisconsin. Kathryn H. Heide; Brookwood Publishers, 1998. Describes people, places and events in Wisconsin's history. Call (414) 552-9668. (MS)(HS)

This Business Called Agriculture. The Wisconsin Agri-Business Foundation, Inc., 2317 International Lane, Suite 109, Madison, Wisconsin 53704-3129, (608) 249-2323. (ES)

The Wisconsin: River of a Thousand Isles. August Derleth; University of Wisconsin Press, 1942. Account of the Wisconsin River from early French exploration to the present. Contact University of Wisconsin Press, (800) 621-2736. (HS)

Wisconsin Folklife. Richard Marsh and Marshall Cook; Wisconsin Academy of Sciences, Arts and Letters and the Wisconsin Arts Board, 1999. Contact University of Wisconsin Press, (800) 621-2736. (HS)

Wisconsin Folklore. James P. Leary, editor; University of Wisconsin Press 1999. Comprehensive collection of writings about the varied folklore of Wisconsin. Documents folk traditions in the 1990's. Contact University of Wisconsin Press, (800) 621-2736. (HS)

Wisconsin Folk Art: A Sesquicentennial Celebration. Robert T. Teske, editor; University of Wisconsin Press, 1997. Photographs capture the role of traditional arts continue to play in Wisconsin. Contact University of Wisconsin Press, (800) 621-2736. (HS)

The Wisconsin River: An Odyssey through Time and Space. Richard D. Durbin; Spring Freshet Press, 1997. Narrative history of people, places and events associated with the river in the 19th century. Contact University of Wisconsin Press, (800) 621-2736. (HS)

Wisconsin Writers. Tim Hirsch, University of Wisconsin – Eau Claire, 1996. Strategies and resources for teaching about Wisconsin writers including John Muir, Aldo Leopold, Ben Logan, and Laura Ingalls Wilder. Contact Martin Wood, UW-EC English Department.

Audio

The River Rocks. Fox/Wolf Environmental History Project, 1998. Contemporary Wisconsin folk-rock musicians sing stories about the Fox and Wolf Rivers. Available on compact disk or cassette tape from the Fox/Wolf Environmental History Project, (888)FOXWOLF. (ES)(MS)(HS)

Classroom Maps

Cultural Map of Wisconsin: A Cartographic Portrait of the State. David Woodward et al; University of Wisconsin Press, 1996. Wisconsin's history, culture, land, and people are depicted in nearly 1,500 sites of interest. Includes booklet with site key. Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)(HS)

Our State: Wisconsin Map Studies Program. Virginia Charles, Graphic Learning Corporation, 1981. Components of the package include desk-sized maps with water soluble markers, a student activity packet, and a teacher's guide. Available from Graphic Learning Corporation, P.O. Box 5827, Tallahassee, Florida 32301. (ES)(MS)

Wisconsin History Series. Overmap Educational Resources,1997. Teacher manuals available. Each map is laminated and measures 36" by 42". Series includes *Exploration and Settlement; Ice Age; Native Americans in Wisconsin; and African-Americans in Wisconsin.* Call (800) 552-5686. (ES)(MS)(HS)

CD ROM

Maawanji'iding. Brain Box Digital Archives, 1998. Photographs and narratives from the six Wisconsin bands of Chippewa, known also as Ojibwe and Anishinaabe. Brain-Box 70 Indian Hill Road, Collinsville, Connecticut. Call (860) 693-8549 or visit http://www.info@Brain-Box.com.

"Wisconsin: Celebrating People, Place and Past." Wisconsin Educational Communications Board, 1998. Allows students to explore Wisconsin history and geography from prehistory to the present. Teacher guide available. Contact the Wisconsin Educational Communications Board at (608) 264-9693 or visit its website: http://www.ecb.org. Each school district has received one free copy. (ES)(MS)(HS)

Posters

Advocates For Change. State Historical Society of Wisconsin, 1996. A ten poster set featuring influential Wisconsinites. Contact University of Wisconsin Press, (800) 621-2736. (MS)(HS)

Destination Wisconsin, From Exploration to Statehood. State Historical Society of Wisconsin, 1998. A ten poster set of "who's who" in early Wisconsin history. Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)(HS)

Wisconsin's Early Indian Cultures. State Historical Society of Wisconsin, 1997. Three illustrated timeline posters help students understand the scope of the prehistoric period. Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)(HS)

Resource Boxes

Resource boxes contain multimedia resource material related to archeology. Series contains Archeology Resource Boxes, Native American Resources Boxes, and Other Topics Boxes, with various titles available in each category. Rent or purchase from Mississippi Valley Archeology Center, UW La Crosse, 1725 State Street, La Crosse, Wisconsin 54601, (608) 785-8454.

For More Information

Videos

Following are addresses for producers and distributors of Wisconsin visual materials:

HVS Productions, 1100 Guns Road, Green Bay, Wisconsin 54311.

Hawkhill Associates, 125 East Gilman Street, P.O. Box 1029, Madison, Wisconsin 53701-1029.

Her Own Words, Jocelyn Riley, Producer, P.O. Box 5264, Madison, Wisconsin 53705.

Upper Midwest Video/Filmstrips, 2519 East Silver Lake Road, Traverse City, Michigan 49684.

Institutions and Organizations

Cooperative Children's Book Center (CCBC) is a non-circulating children's library at the University of Wisconsin-Madison School of Education. CCBC annually identifies children's and young adult books which are about Wisconsin or which have been written, compiled, translated and/or illustrated by Wisconsin residents past and present. To order, call (608) 263-3720 or visit CCBC's website at http://www.soemadison.wisc.edu/ccbc.

Great Lakes Indian Fish and Wildlife Commission (GLIFWC), P.O. Box 9, Odanah, Wisconsin 54861, (715) 682-6619, http://www.win.bright/net/~glifwcis, provides information regarding treaty-related activities through the publication of a monthly newspaper, *The Masinaigan*. It also offers brochures, videotapes, and speakers.

Mississippi Valley Archaeology Center, 1725 State Street, La Crosse, Wisconsin 54601, (608) 785-8454, is a private non-profit research and education outreach organization on the campus of UW–La Crosse. Classes offered for teachers, students, and general public. Write or call for a complete listing of presentations, resource boxes, and videos. Resource boxes and videos are available for rental or purchase.

Reference and Loan Library, formally known as the Interlibrary Loan and Resource Sharing Team, is part of the Division for Libraries and Community Learning in the Wisconsin Department of Instruction. The Reference and Loan Library offers a free loan of audio-visual materials to all Wisconsin citizens and libraries. Many materials related to the study of Wisconsin are available. Teachers and librarians may call or send requests for specific materials to the Reference and Loan Library. For more information and for direct materials requests, contact the Wisconsin Reference and Loan Library, Circulation/AV Booking, 2109 South Stoughton Road, Madison, Wisconsin 53706-2899, (608) 224-6169 / 800-542-5543 (toll free).

State Historical Society Museum, 30 N. Carroll Street, Madison, Wisconsin 53703, (608) 264-6555, offers four floors of exhibits on Wisconsin history, and includes a gift shop with books, audio-visual materials, and other Wisconsin items helpful to teachers and students. Five times a year, the museum publishes *Museum Memo*, which provides information about museum tours, programs, and exhibits. *Museum Memo* is free of charge to teachers and librarians. Call (608) 264-6567 to be added to the mailing list. The state historic sites also have gift shops with a variety of items for purchase. (Sites include Circus World Museum, Madeline Island, Old World Wisconsin, Wade House, Pendarvis, Stonefield Village, and Villa Louis.)

State Historical Society of Wisconsin, 816 State Street, Madison, Wisconsin, (608) 264-6400, offers many programs and services, including membership in its society. The society is open Monday–Thursday, 8 a.m. to 9 PM, Friday 9 AM to 6 PM, and Saturday, 9 AM to 4 PM. Members receive a quarterly subscription to the *Wisconsin Magazine of History*. (The magazine may also be borrowed from any major public or university library, or from the Reference and Loan Library, mentioned above.) To join the society, write or call (608) 264-6587.

State Historical Society's Archives Division, (608) 264-6480, maintains Area Research Centers located throughout the state in conjunction with the University of Wisconsin system. Contact your local University of

Wisconsin campus library to access holdings such as local government public records, plat maps, city maps, photographs, census data, all pertinent to studying your local history.

State Historical Society's Office of School Services (608) 264-6579, produces instructional materials on state and local history, provides workshops and seminars for social studies teachers, and provides information for teachers regarding resources available from the State Historical Society and local agencies. The office publishes *Badger History Bulletin* three times per school year and distributes it free of charge to teachers and school librarians throughout Wisconsin. The office also offers teacher-created lesson plans for teaching and learning about Wisconsin history and culture.

University of Wisconsin-Extension Geological and Natural History Survey Division, 3817 Mineral Point Road, Madison, Wisconsin 53705-5100, (608) 263-7389, conducts earth-science surveys, field studies, and research, providing scientific information about the geology, mineral and water resources, soil, climate, and biology of Wisconsin.

Wisconsin Agricultural Statistics Service, P.O. Box 8934, Madison Wisconsin 53708, (608) 224-4848, answers most agriculture-related questions. It produces an annual bulletin containing the latest data on Wisconsin agriculture, available for a modest fee.

Wisconsin Cranberry Growers Association, P.O. Box 365, Wisconsin Rapids, Wisconsin 54495, (715) 423-2070, sells a videotape and others materials relating to cranberries.

Wisconsin Department of Natural Resources, P.O. Box 7921, Madison, Wisconsin 53707-7921; (608) 266-6790, provides booklets, study guides, activity sheets, and maps for free or a nominal fee to teachers. *EE News: Environmental Education in Wisconsin*, published quarterly by DNR, provides information on Wisconsin's natural resources and teaching suggestions. The DNR also publishes the *Wisconsin Natural Resources Magazine*, which contains information about natural resources. Past issues contain historical information about our changing landscape. Call DNR at (608) 266-6790 for both publications.

Wisconsin Department of Public Instruction publishes curriculum guides and classroom resources. Publication catalogs can be requested from Publication Sales, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, Wisconsin 53707-7841, (800) 243-8782, fax (608) 267-9110, e-mail: pubsales@mail.state.wi.us. Office hours are 8 am to 4 pm CST.

Wisconsin Department of Tourism, (800) 432-TRIP, provides information for planning trips to local sites of interest around Wisconsin.

Wisconsin Educational Communications Board (WECB), 3319 West Beltline Highway, Madison, WI 53713, (608) 264-9600, http://www.ecb.org. WECB provides instructional programs, projects and services via telecommunication in cooperation with Wisconsin's educational institutions.

Wisconsin Veterans Museum, 30 W. Mifflin Street, Madison Wisconsin 53703, (608) 264-6086, is open Monday through Saturday, 9:30 AM to 4:30 PM. It offers exhibits and tours.

Web Sites

State Historical Society of Wisconsin:
http://www.shsw.wisc.edu/

Weaving a Wisconsin Tapestry webpages by students on Wisconsin history and culture is available through the State Historical Society of Wisconsin webpage:
http://www.shsw.wisc.edu/oss

State of Wisconsin Blue Book; 1997-1998. A biennial almanac of Wisconsin government:
http://www.legis.state.wi.us/lrb/bb/97bb.html

State of Wisconsin Information Server (Badger):
http://www.state.wi.us/

Wisconsin Department of Natural Resources:
http://www.dnr.state.wi.us/

Wisconsin Department of Public Instruction:
http://www.dpi.state.wi.us/index.html

Wisconsin Department of Tourism:
http://tourism.state.wi.us/agency/

Wisconsin Educational Communications Board:
http://www.ecb.org

Wisconsin Electronic Reader:
http://www.library.wisc.edu/etext/WIReader/

The Wisconsin Environmental Education Board: http://www.uwsp.edu/acad/wcee/weeb/

Wisconsin Public Television: http://www.wpt.org

Wisconsin Sesquicentennial: http://www.150years.state.wi.us/homepage.html

Off Campus Learning Opportunities

Contact the following agencies for information on learning experiences outside of the classroom:

Mississippi Valley Archaeology Center, 1725 State Street, La Crosse, WI 54601, (608) 785-8454, is a private non-profit research and education outreach organization on the campus of UW-La Crosse. Classes offered for teachers, students, and general public. Write or call for a complete listing of presentations, resource boxes, and videos. Resource boxes and videos are available for rental or purchase.

State Historical Society of Wisconsin, 816 State Street, Madison, Wisconsin 53706-1488; (608) 264-6400. For information on the State Historical Society of Wisconsin state historic sites, call (608) 264-6540. Call (608) 264-6555 to arrange a visit to the State Historical Society Museum in Madison.

Wisconsin Department of Natural Resources, 2421 Darwin Road, Madison, Wisconsin 53704, (608) 246-5343. The Department of Natural Resources helps teachers plan trips to its state parks, trails, and recreation areas. Some sites offer guided trips and outdoor education activities.

Wisconsin Department of Tourism, (800) 432-TRIP. The Department of Tourism provides information for planning trips to local sites of interest around Wisconsin.

Chapter 1
Prehistory and the Early History of Wisconsin's Native People

Lesson 1
The Earliest Inhabitants

Elementary Level

People began moving into the land that is now called Wisconsin while the last glacier was still covering parts of the state. This information has been identified by archaeologists studying the artifacts and other evidence left behind by these people. From their study we know that the earliest inhabitants arrived in this area about 12,000 years ago. There is also evidence that mastodons and other large grazing animals may have been hunted in this area and killed with spears. The Paleo-Indian Period is the name given to this earliest period of human activity. Archeologists have given names to later periods of time and identified hypotheses about the people living in those times.

Resource

This activity relates to chapter two of the book, *Digging and Discovery: Wisconsin Archaeology* by Diane Young Holliday and Bobbie Malone (see Resources). An excerpt from the *Teacher's Guide and Student Materials* is included with this lesson, courtesy of the State Historical Society of Wisconsin.

Suggested Activities

1. What does this information tell us about the history and culture of American Indians in Wisconsin? (B.4.10)

2. How does the Paleo-Indian culture influence the lives of its people? (E.4.4)

3. How do archaeologists learn about people of long ago? (E.4.9)

4. How are spear points expressions of the Paleo-Indian culture? How can these "rocks" convey knowledge to us about these people? (E.4.11)

Additional resources related to this lesson are provided at the end of this chapter.

Background Reading for Teacher

The Wisconsin Archaeologist; **Volume 78, Number ½**

Prehistoric Indians of Wisconsin

Native American Communities in Wisconsin, 1600–1960; **Chapters 1–2**

Wisconsin: The Story of the Badger State; **Chapter 1**

Wisconsin: A History; **Chapter 1**

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

B.4.1 Examine information to understand past.
B.4.10 Explain Indian history, culture, tribal sovereignty.
E.4.4 Describe influence of ethnic culture in life.
E.4.9 Explain how people learn about people who are different.
E.4.11 Explain how language and artistic creations express culture and convey knowledge.

Activity 2: Paleo-Indian Spear Points

Vocabulary

distinctive fluted spear points

Overview

Very little evidence remains from the Paleo-Indian period, but the projectile, or spear, points that archaeologists have discovered tell us quite a bit about Paleo-Indians. They were careful and skillful craftspeople, and the projectile points they made had definitive styles. Paleo-Indians fashioned the points from stone from specific sites, often far from where archaeologists actually found the points. These discoveries suggest that Paleo-Indians were highly mobile, and that they had contact with other groups as well. This activity reinforces these observations and allows students additional practice with map and measurement skills.

Skills and Strategies

Following oral and written directions, observation, classification, map-reading, measurement, analysis

Objectives

- To reinforce students' understanding that archaeologists observe evidence and then form conclusions based on that evidence
- To help students appreciate Paleo-Indian mobility and the interactions that gave their culture a broad, regional flavor.

Materials

Paleo-Indian Spears sheet (blackline master included)
Map: Some Quarry Sites in the Upper Midwest (blackline master included)
Spear Point Description worksheet (blackline master included)

Procedures

1. Students can work singly or in pairs. Reproduce enough copies of all three sheets so that each student or pair of students has a set and distribute sets to students.
2. Ask students to use the information on the Paleo-Indian points sheet and the map in order to complete the Spear Point Description sheet correctly. Remind them that archaeologists work very carefully because their observations are the key to future interpretations.

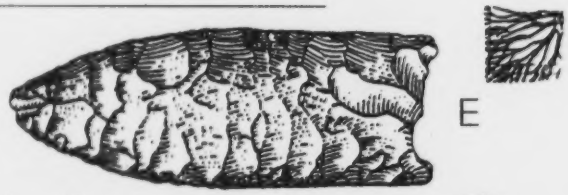
Closure

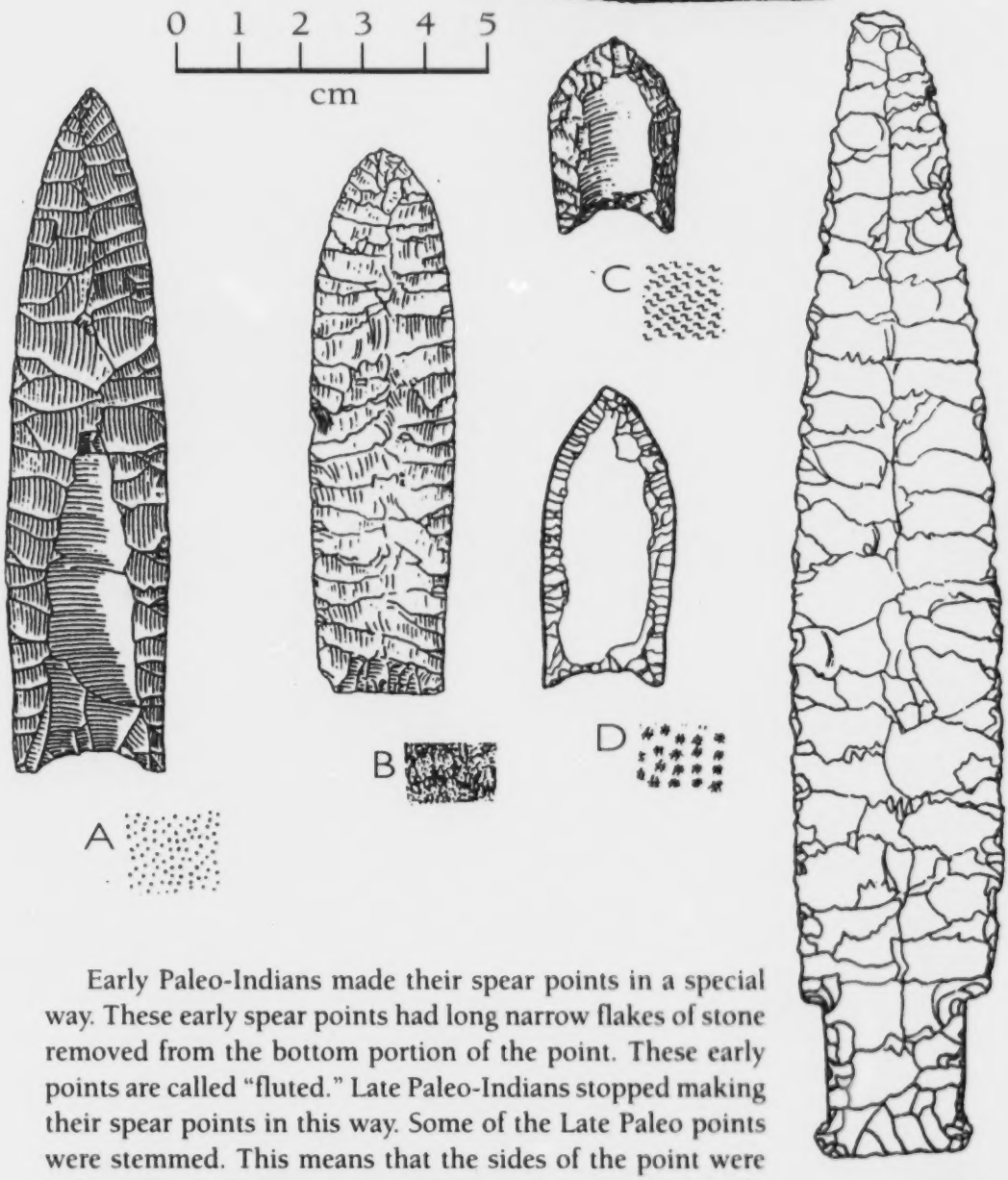
Discuss the students' findings and ask them what more they might like to say about the lifeways of Paleo-Indians based on this activity. Remind them that they must base all their inferences on evidence observed. That's a primary difficulty of an archaeologist's job.

STUDENT PAGE

Student Name _____

Paleo-Indian Spears



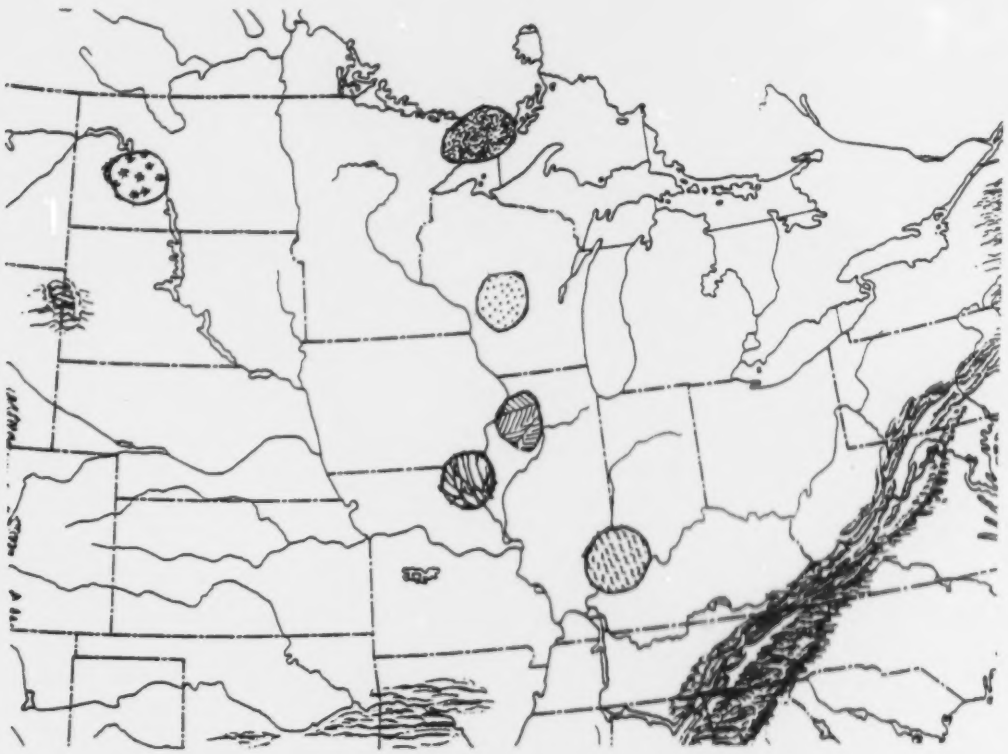


Early Paleo-Indians made their spear points in a special way. These early spear points had long narrow flakes of stone removed from the bottom portion of the point. These early points are called "fluted." Late Paleo-Indians stopped making their spear points in this way. Some of the Late Paleo points were stemmed. This means that the sides of the point were indented at the bottom. Paleo-Indian spear points were finely made of stone by skilled workers. Interestingly, more recent spear points and arrowheads were not as finely done.

Student Name _____

STUDENT PAGE

Some Quarry Sites in the Upper Midwest



Often times Early and Late Paleo-Indian spear points were made from types of rock whose sources were located far away from where the point was eventually found. This map locates six rock types that Paleo-Indians in Wisconsin used. Match the codes on the key below with the codes noted on Points A, B, C, D, E, and F on the Paleo-Indian Spears worksheet. Write your answer on the Spear Point Description Sheet.

Taconite

Knife River chalcedony

Hixton quartzite

Moline chert

Burlington chert

Indiana hornstone

STUDENT PAGE

Student Name _____

Spear Point Description Worksheet

Point A

Early Paleo-Indian or Late Paleo-Indian (circle one)
Length _____ centimeters Type of stone _____
In what state or states can you find
this type of stone? _____

Point B

Early Paleo-Indian or Late Paleo-Indian (circle one)
Length _____ centimeters Type of stone _____
In what state or states can you find
this type of stone? _____

Point C

Early Paleo-Indian or Late Paleo-Indian (circle one)
Length _____ centimeters Type of stone _____
In what state or states can you find
this type of stone? _____

Point D

Early Paleo-Indian or Late Paleo-Indian (circle one)
Length _____ centimeters Type of stone _____
In what state or states can you find
this type of stone? _____

Point E

Early Paleo-Indian or Late Paleo-Indian (circle one)
Length _____ centimeters Type of stone _____
In what state or states can you find
this type of stone? _____

Point F

Early Paleo-Indian or Late Paleo-Indian (circle one)
Length _____ centimeters Type of stone _____
In what state or states can you find
this type of stone? _____

Lesson 2
The First Peoples of Wisconsin

Elementary Level

In the program, "The First Peoples of Wisconsin," the host, Angie, encourages viewers to question what life was like in Wisconsin one thousand years ago. In the process of finding the answer to this question, Angie takes viewers to Roche-A-Cri State Park near Friendship, in central Wisconsin's Adams County; to Aztalan State Park near Lake Mills, in Jefferson County; and to the University of Wisconsin's Geology Museum in Madison. While searching out clues, Angie not only finds answers, but poses more questions about life long ago. The program encourages viewers to think like detectives and the accompanying teacher's guide suggests various previewing, viewing, and post-viewing activities. It also contains a list of vocabulary words that may be new to fourth graders.

Resources

"The First Peoples of Wisconsin" is program two of the instructional television (ITV) series, *Investigating Wisconsin History*, produced by the Wisconsin Educational Communications Board (WECB) in 1998. It is a 15-minute program which may be videotaped from Wisconsin Public Television broadcasts or purchased from WECB, (608) 264-9600.* The series, developed for use at the fourth grade level, includes a total of twelve programs, 15 minutes each.

"Using Instructional Video in the Classroom" and "The First Peoples of Wisconsin" are adapted excerpts from *Investigating Wisconsin History Teacher Guide*. Teresa de Venecia. WECB, 1998. Courtesy of the Wisconsin Educational Communications Board.

BEST COPY AVAILABLE

Suggested Activity

1. Teacher reviews the 15 minute video and chapter two of the accompanying teacher guide to determine which of the suggested previewing, viewing, and post-viewing activities to use with students.

* If you like using this instructional format in your classroom, try the fourth grade level ITV geography series titled "Exploring Wisconsin, Our Home," produced by WECB in 1995. This series examines the state's geography and is supported by a 200 page teacher guide. Call WECB, (608-264-9600), for more information. The series includes 14 programs, 15 minutes each.

Additional resources related to this lesson are provided at the end of this chapter.

Background Reading for Teacher

The Wisconsin Archaeologist; Volume 78, Number ½

Prehistoric Indians of Wisconsin

Native American Communities in Wisconsin, 1600–1960; Chapters 1–2

Wisconsin: The Story of the Badger State; Chapter 1

Wisconsin: A History; Chapter 1

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

B.4.1 Examine information to understand past.
B.4.2 Use a timeline.
B.4.3 Use various sources to understand people.
B.4.8 Compare past and present technologies.
B.4.10 Explain Indian history, culture, tribal sovereignty.

Using Instructional Video in the Classroom

Teaching with Instructional Video

Instructional video is an enhancing and enriching resource for classroom teachers and is designed to match curriculum areas. It offers:

- a sharp focus
- expeditions to the natural world
- historic perspective
- understanding of contemporary issues clarity of concepts
- unique visual experiences
- higher learning outcomes

Student Preparation

1. Create student interest by asking thought-provoking questions related to the video. Teacher guides often offer suggested previewing questions.
2. Tell students why they will be watching a video. Identify some of the program's important visual images.
3. Discuss major points that you want students to watch for in the video. Provide focus activities or viewing directions for individuals, small groups, or the entire class.
4. Present new vocabulary or review material necessary to understand content.
5. List key concepts or focus viewing questions on the chalkboard or overhead projector.

Pre-Viewing Activities

1. Consider the objectives for the classroom lesson.
2. Look through the series' teacher guide for teaching ideas and activities. **Note:** Teacher guides are available for all instructional series broadcast on Wisconsin Public Television. For a price list and order form, contact the Wisconsin Educational Communications Board at 608/264-9720, fax 608/264-9685, or write to Teacher Guides,WECB, 3319 W. Beltline Highway, Madison, WI 53713-4296.
3. Preview the video for content and appropriateness.
4. Plan for follow-up activities after the viewing experience.

Viewing Activities

1. Watch the video with the students, noting student reaction and key points to follow up.
2. Consider pausing/stopping the videotape at certain points in the program to ask questions or initiate brief discussions. These activities stimulate students' independent thinking. Pause/stop the tape for:
   - Observation – What do you see in the program now?
   - Vocabulary – What do you think a ____ is?
   - Prediction – What do you think is going to happen next?
   - Comprehension – Why did this happen?
   - Discussion – Let's talk about some of the things that _____.
3. Pausing/stopping the tape to discuss the program's content, setting, or point of view also helps students sharpen their listening skills and improve their recall.

Post-Viewing Activities

1. Allow students to respond to the video. What interested them? What didn't they understand?
2. Recognize the validity of divergent reactions. Discuss without re-teaching the material. Check for understanding.
3. Help students relate the program's content to their own experiences and feelings.
4. Relate the program's content to prior and anticipated class work. Give examples.
5. Consider integrating some of the following activities into the lesson: creative writing, long-term projects, bringing in related objects for examination and experimentation, producing your own video programs, visits from experts.

Adapted with permission from Thirteen/WNET National Teacher Training Institute, New York City, NY. by the Wisconsin Educational Communications Board (WECB). Provided courtesay of WECB.

The First Peoples of Wisconsin

Background Information for Teachers

The prehistoric period is differentiated from the historic period by its lack of written records. In Wisconsin, the historic period began when Europeans arrived. This program explores the use of archaeology and oral tradition to investigate life during Wisconsin's prehistoric period, and includes the following groups:

Paleo-Indians

(10,000-6500 B.C.) – Big Game Hunters
The earliest groups of people known to live in Wisconsin arrived shortly after the glaciers receded from the area. Known as Paleo-Indians, they hunted and scavenged in an environment with a much cooler climate than that of present-day Wisconsin. Stone tools provide limited understanding of their pattern of living.

Archaic Indians

(6500-800 B.C.) – Hunters and Gatherers
The climate of Wisconsin was warming, which led to an environment more hospitable to humans. The Archaic Indians were hunters and gatherers who adapted their patterns of living to use available resources. The seasons brought a variety of resources to different regions, prompting the Archaic Indians to move from place to place seasonally.

Woodland Indians

(800 B.C.-A.D. 1200) – Potters and Mound Builders
Clay pottery distinguishes the Woodland Indians from the earlier cultures of Wisconsin. These heavy pots indicate that the Woodland Indians probably processed and stored food in different ways allowing them to stay in one location for longer periods of time. Mound building was another important component of the Woodland Indians lives. The mounds may have been territorial markers and/or religious manifestations.

Mississippian Indians

(A.D. 1000-1200) – Farmers
Farmers now lived in southern Wisconsin. Dependence on agriculture had profound impacts on the nutrition, customs, habits, and possibly the beliefs of these people.

Oneota Indians

(AD 1000 – European contact)
Some of the people remaining in Wisconsin after the declined of the Mississippian culture continued a lifestyle based on agriculture. However, people in northern Wisconsin were never dominated by an agriculturally based society in the prehistoric period. While wild rice became a staple for them, they lived a nomadic life similar to the Archaic/Woodland Indians.

The Oneota may have split into two groups, the Ioway and the Ho-Chunk, who continued into Wisconsin's historic period. Jean Nicolet's arrival in 1634 marks the beginning of the historic period in Wisconsin.

Program Synopsis

Angie, the series host, investigates the mystery of who made the rock art at Roche-A-Cri State Park. As she discovers clues to prehistoric people, she learns that both archaeology and oral tradition can contribute to our understanding of their lives. Angie also realizes that some mysteries may never be solved.

Focus Questions

Who were the first people to live in Wisconsin? When did they live here? What was their life like?

Clues in Program 2

- Pictographs
- Remains (mastodon bones)
- Artifacts
- Effigy mounds
- Oral tradition
- Photographs*
- Information from experts*

*Indicates clues seen in this video program but not specifically mentioned by Angie.

Program Goals

Students will:

- Understand that complex, dynamic societies existed in this area long before Europeans arrived.
- Be introduced to the prehistoric period spanning 12,000 years, and understand that continuous change took place over that time.
- Learn that at any given time period, a number of distinct nations, with their own cultural identities comprised Native American communities in Wisconsin.
- Consider the spiritual, familial, and cultural perspectives of the first inhabitants of Wisconsin in addition to economic traditions.

Career Connections

Anthropologist, archaeologist (a subdiscipline of anthropology), professor, tour guide, petrologist, paleontologist, geologist, storyteller

Vocabulary

Words set in italics are not used in the video program but are relevant for classroom discussion.

analyze – To consider the possible meaning and significance of historical evidence

artifact – Object made by humans

archaeologist – *A* scientist who studies artifacts to determine what life was like for groups of people who made, owned, or used these objects

archaeology – The study of cultures by analyzing their artifacts

Archaic Indians - Groups of people who lived in what is now Wisconsin after the Paleo-Indians; they hunted and gathered resources in an environment changed by warming temperatures

Aztalan – *A* town built by the Mississippian people in what is now southeastern Wisconsin

coordinates – The letters and numbers assigned to grid boxes

doctor - *A* person who has earned an advanced academic title after years of studying and researching in college

effigy mound A prehistoric Indian burial structure made of mounds of earth, usually built in the shape of a bird or other animal

elder – A person respected for their experience, learning, and wisdom

excavate – To dig a site using a precise procedure

extinct – A species of plant or animal that no longer exists

feature Something made by humans that cannot be moved; a landscape feature

grid – Intersecting lines that form boxes

hypothesize – To predict

interpret –To analyze historical evidence in order to create meaning or understanding

mammoth – An extinct elephant with a hairy skin and long tusks that curved upward

mastodon – An extinct animal resembling an elephant but larger, and differing from it and the mammoth mainly in the structure of the molars

Mississippian Indians - Groups of people who lived in what is now Wisconsin during part of the period occupied by Woodland Indians; they built towns following a definite plan and farmed corn, beans, and squash extensively

oral tradition - Important stories told to the young people by elders

Paleo-Indians - The first groups of people to live in what is now Wisconsin after the glaciers receded 12,000 years ago; they hunted and gathered for survival

petroglyphs - Images carved on stone walls

pictographs - Images drawn on stone walls; a picture representing a word or idea

prehistoric - The time before written records site - Any place of past human activity

Woodland Indians - Groups of people who lived in what is now Wisconsin after the Archaic Indians; they farmed, hunted and gathered, made pottery, and built mounds

Guide Resources

- Wisconsin Political Outline Map (p.23)
- Example of Mapping Activity (p. 24)

Pre-Viewing Activities

1. Introduce the concept of studying the past in blocks of time called periods. Explain that the prehistoric period will be discussed in this program. It is special because the people living during this time did not leave written records for future generations to study. For the purposes of this lesson, the prehistoric period began about 12,000 years ago.

   Help the class build a context for understanding this expansive time span by creating a timeline. Have students stand in line, representing a variety of dates in history. Start with dates that are personally meaningful to them, then add dates in reverse chronological order. Show the scale of time length by designating a certain distance between students to represent a length of time. The hallway or playground is a good place for this simulation. Discussion could include questions such as the following:

   - About how long ago were you born? What about your parents? Your grandparents?
   - Wisconsin became a state in 1848. How long ago was that?
   - The United States formed its government in 1776. How long ago was that?

   Compare these lengths of time with the 12,000 years in the prehistoric period. Post-Viewing Activity 3 will help students begin to grasp this time frame. (Math connection)

2. Ask students to consider the following question, which also is asked in the program:

   What kinds of clues about Wisconsin's earliest people might still exist today?

Viewing Activities

Angie asks a number of questions during Program 2 that are intended to provoke thought and discussion, making them good pause points.

- What kinds of clues do you think we might find about Wisconsin's first peoples?*
- Why do you think people were trading things that weren't necessary for survival?
- Do you think the rock art at Roche-A-Cri might relate to an Indian nation's oral tradition?
- If you could pick one object that you'd like to give a clue about your life to future archaeologists, what would it be?*

* Question is answered by the students in the video program.

Post-Viewing Activities

1. Using the Wisconsin Political Outline Map label Angie's destinations in Program 2, listed below. (See "Angie's Destinations" (Geography connection)
   - Roche-A-Cri State Park (rock art mystery)
   - Madison (UW Geology Museum)
   - Aztalan State Park (Mississippian Indian culture)
   - Gottschall Cave (pictographs in northwest Iowa County)
   - Keshena (College of the Menominee Nation)

   Note: This mapping activity will be carried through the entire series.

2. Construct a "living timeline" to help students understand the patterns of living within each prehistoric period. Split the class into four groups, one for each period discussed in Program 2 (Paleo-Indian, Archaic, Woodland, and Mississippian). Each group, in respective order, will create a tableau, or scene, depicting lifestyles of the assigned time period. Using follow-up discussion, help students recognize that prehistoric people adapted and changed throughout their time in Wisconsin. The dramatized "living timeline" represents 12,000 years of change. Compare this with the amount of time since European arrival (350 years), and the type of change that has since occurred. A follow-up activity could include construction of

an illustrated timeline for display as a visual reminder. (Language Arts/Drama connection)

Note: A timeline of Wisconsin's prehistory is available from the State Historical Society of Wisconsin.

Assessment Activity

Each chapter in the Official Investigating Wisconsin History *teacher guide also contains a fully developed assessment activity.*

Extension Activities

1. Have students use charcoal or chalk to create a personally meaningful pictograph. They should think about what they want their pictograph to say about themselves. (Art connection)

2. Discuss oral tradition as an investigative method. Ask students to identify an elder in their lives. What can they learn from this person? Have students participate in oral tradition by asking questions of an elder. (Students may choose a grandparent, parent, or an older person who is not a relative.) After students have talked with their elder, come together as a class to share and discuss. (Language Arts connection)

3. Ask students if they have ever discovered evidence from the prehistoric period in their community. Depending on their responses, discuss the artifacts. How might they determine the age of each artifact? Include a discussion emphasizing the importance of respecting archaeological evidence and sites. (Science connection)

4. Explore archaeology with "What's Hidden in the Midden," an interactive opportunity for students to get their hands dirty in a "real" dig.

Student Resources

Archaeologists Dig for Clues, by Kate Duke; HarperCollins, 1997. An excellent, fast-reading book that introduces the process of archaeological excavating.

Archaeology, by Dennis Fradin; Regensteiner Publishing Enterprises, Inc., 1983.

The Archaeology of North America, by Dean R. Snow; Chelsea House Publishers, 1989.

Digging to the Past, by W. John Hackwell; Macmillan Publishing Company, 1986.

Eyewitness Books: Archaeology, by Jane McIntosh; Alfred A. Knopf, Inc., 1994.

Undersea Archaeology, by Christopher Lampton; Franklin Watts, 1988.

Walking with Grandfather, produced by Four Worlds Development Project, 1988. This video series of six 15-minute programs fosters student appreciation of American Indian life. Children in the series learn valuable lessons and the importance of oral tradition from an elder. Contact the Wisconsin Educational Communications Board, telephone 603/264-9688, for information about the series and its companion teacher guide.

Wisconsin Political Outline Map

Name _____

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Example of Mapping Activity

© 1998 Wisconsin Educational Communications Board

Lesson 3

The Ice Age in Wisconsin

Middle/High School Level

Wisconsin's topography has more variety than any of the other states in the Great Lakes Region because of the paths taken by the last glacier. The features of the landscape in our state influence the ways in which people interact with land. For example, the prominence of lakes and river systems increased transportation opportunities for the early fur traders starting in the 1600's; consequently, Wisconsin became a great center of fur trading. The topography drew settlers to various areas of Wisconsin. A study of the location of cities and landforms and their current names provides information about the people and the geography of our state.

Resources

"Landforms of Wisconsin" map

"Ice Age Deposits of Wisconsin" map with "Short History of the Ice Age in Wisconsin". Both the 8½" x 11" map and the history are included with this lesson, courtesy of University of Wisconsin Extension–Geological and Natural History Survey.

Outline map of Wisconsin, with only rivers and county lines, included with this lesson.

Student Geography Worksheet provided with this lesson.

Wisconsin road maps available from your local motor vehicle department.

Suggested Activities

1. Read the "Short History of the Ice Age in Wisconsin," then draw the four ice lobes on the "Landforms of Wisconsin" map.

2. Identify the ice lobes on a transparency of the "Landforms of Wisconsin" map.

3. Compare your drawing with the "Ice Age Deposits of Wisconsin" map that shows the actual location of the glacial lobes.

4. Explain how people where you live interact with the land and compare this land use with that in a different part of the state.

5. On a blank map, locate and label the places listed on the Geography Worksheet included with this activity. Make inferences about the places based on their locations.

6. Without resources, sketch a map of Wisconsin, draw and name major rivers, cities, and landforms.

Additional resources related to this lesson are provided at the end of this chapter.

Background Reading for Teacher

The Wisconsin Archaeologist; Volume 78, Number ½

Prehistoric Indians of Wisconsin

Native American Communities in Wisconsin, 1600–1960; Chapters 1–2

Wisconsin: The Story of the Badger State; Chapter 1

Wisconsin: A History; Chapter 1

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

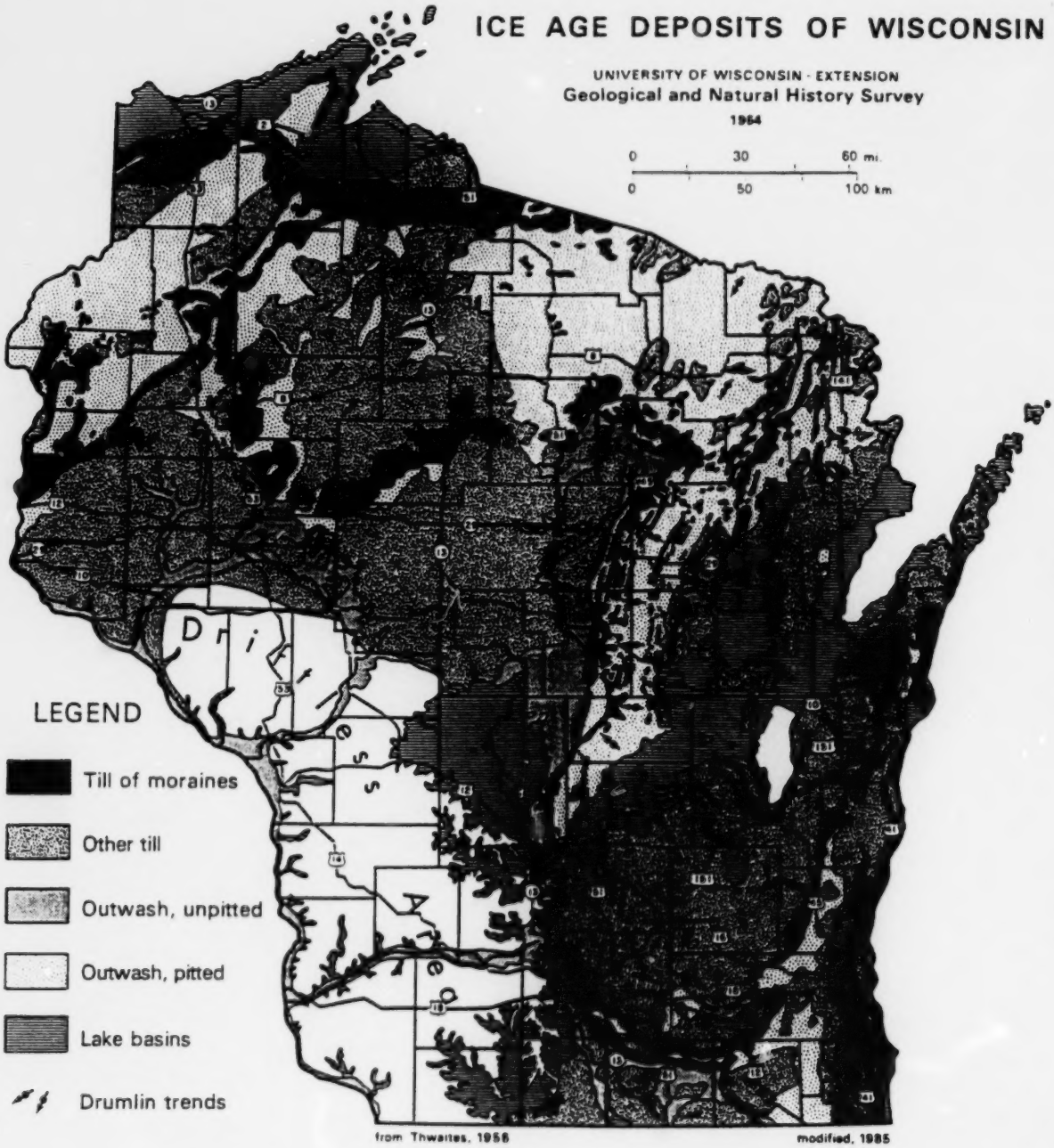
A.8.2 Construct mental maps

A.8.7 Movement of people, ideas, and products

A.8.8 Analyze human interaction with environment

A.12.1 Use atlases and geographic vocabulary

A.12.3 Construct mental maps



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Short History of the Ice Age in Wisconsin

The Pleistocene Epoch or Ice Age began about 1,700,000 years ago which, in terms of geologic time, is not long ago. There were many separate glaciations during the Ice Age, each followed by a period when the ice sheets (except those on Greenland and Antarctica) melted away. The last major glacial episode is called the Wisconsin Glaciation, because it was first studied in detail in this state. It ended about 10,000 years ago.

The ice sheets were formed by the accumulation of snow that turned to ice and reached a thickness of two miles in some areas. The North American ice sheet formed in east-central Canada, spreading outward in every direction. The south edge of the advancing ice sheet had many tongues or lobes whose direction and rate of movement were controlled by the topography of the land surface over which they flowed and by the rates of ice accumulation in the different areas from which they were fed.

The ice sheet transported a great amount of rock and soil debris. Some of this debris, which is called till, was piled up at the margins of the ice lobes to form moraines. The pattern of moraines, in black, shows the location of the major ice lobes in Wisconsin. One lobe advanced down the basin of Lake Michigan, another down Green Bay, and others down Lake Superior and over the northern peninsula of Michigan. The well-known Kettle Moraine was formed between the Lake Michigan and Green Bay Lobes. Drumlins are elongated mounds of debris that were molded by the ice passing over them; their orientations indicate the direction of ice movement. As the ice melted, the debris was reworked by melt-water rivers, and large amounts of sand and gravel were deposited to form outwash plains. Pits were formed in the outwash where buried blocks of ice melted, and many of these are now occupied by lakes.

The action of the ice profoundly modified the landscape, smoothing off the crests of hills and filling the valleys with till and outwash. In some places it changed the course of rivers forcing them to cut new channels such as that of the Wisconsin River at the Wisconsin Dells. Elsewhere it dammed valleys to create lakes such as those of the Madison area.

The Pleistocene glaciations were largely due to variations in the solar energy reaching the earth as a result of changes in its orbit and axial inclination. We are still in the Ice Age, and it is likely that glaciers will grow and again cover much of Wisconsin in future millennia.

More Resources on the Ice Age

More detailed information on Ice Age material in Wisconsin is given in the following publications.

Hadley, D.W., and Pelham, J.H., 1976,
Glacial deposits of Wisconsin: Wisconsin Geological and Natural History Survey Map Series No. 10.

Mickelson, D.M., and others, 1984,
Pleistocene stratigraphic units of Wisconsin: Wisconsin Geological and Natural History Survey Miscellaneous Paper 84-1, 15 p.

Goebel, J.E., and others, 1983,
Quaternary geologic map of the Minneapolis 4° x 6° Quadrangle, United States:
U.S. Geological Survey Map I-1420 (NL-15).

Farrand, W.R., and others, 1984,
Quaternary geologic map of the Lake Superior 4° x 6° Quadrangle, United States and Canada:
U.S. Geological Survey Map I-1420 (NL-16).

Lineback, J.A., and others, 1983,
Quaternary geologic map of the Chicago 4° x 6° Quadrangle, United States:
U.S. Geological Survey Map I-1420 (NK-16).

Geography Worksheet

Directions: Add one more example to each of the lists below. Locate and label each place on a blank map of Wisconsin.

Locate and label the following places:

1. Wausau 2. Ashwaubenon 3. Milwaukee 4. Odanah 5. _____

What do these names have in common and what might you assume from their names?

Locate and label the following places:

1. Eau Claire 2. La Crosse 3. Prairie Du Chien 4. _____

What do these names have in common and what do they say about the geography of Wisconsin?

Locate and label the following places:

1. New Amsterdam 2. Belgium 3. Germantown 4._____

What do these names have in common and what might they say about the people who named these places?

Locate and label the following places:

1. Eagle River 2. Green Bay 3. Black River Falls 4. Mineral Point 5._____

What do these names have in common and what do they say about the geography of Wisconsin?

Courtesy of Dirk Hildebrandt, Library and Statistical Information Center,
Wisconsin Department of Public Instruction

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Additional Resources for Chapter 1

(ES) Elementary School
(MS) Middle School
(HS) High School

Books for Teachers

Atlas of Great Lakes Indian History. Helen Hornbeck Tanner; University of Oklahoma Press, 1987. Colorful maps show the shifts and changes in the region's Indian communities from 1640 to 1871.

The Chippewas of Lake Superior. Edmund Jefferson Danzinger, Jr.; University of Oklahoma Press, 1979. A history of the Chippewas, their way of life and the impact of three centuries of European and American society on their culture.

Introduction to Wisconsin Indians: Prehistory to Statehood. Carol I. Mason; Sheffield Publishing Company, P.O. Box 359, Salem, Wisconsin 53168, 1988. Contains excellent archeological information on the prehistory of the Indian people in Wisconsin.

The Menomini Indians of Wisconsin: A Study of Three Centuries of Cultural Contact and Change. Felix Keesing; University of Wisconsin Press, 1987. Traces the history of the Menominee Indian tribe. Contact University of Wisconsin Press, (800) 621-2736.

Mountain Wolf Woman, Sister of Crashing Thunder: The Autobiography of a Winnebago Indian. Nancy Oestreich Lurie; University of Michigan Press, 1961. The life story of a Winnebago Indian woman, including her childhood in Wisconsin.

Night Flying Woman: An Ojibway Narrative. Ignatia Broker; Minnesota Historical Society Press, 1983. The author shares the Ojibway philosophy of living while recounting the life of her great-great-grandmother.

The Oneida Indian Experience: Two Perspectives. Jack Campisi and Laurence M. Hauptman; Syracuse University Press, 1988. A history of the Oneida tribe.

The Potawatomi: Keepers of the Fire. R. David Edmunds; University of Oklahoma Press, 1978. An early history of the Potawatomi up to1840.

The Sac and Fox Indians. William T. Hagan; University of Oklahoma Press, 1958.

Tribal Cooking: Traditional Stories and Favorite Recipes. Minwanjigewin Nutrition Project; Great Lakes Intertribal Council, 1996. Write Great Lakes Intertribal Council, P.O. Box 9, Lac du Flambeau, Wisconsin 54538 or call the Wisconsin State Historical Museum Shop, (608) 264-6565.

The Winnebago Tribe. Paul Radin; University of Nebraska Press, 1990. Contact University of Wisconsin Press, (800) 621-2736.

The Wisconsin Archaeologist. Volume 78, Number 1/2. The Wisconsin Archaeological Survey, Inc., et al., 1998. This revised handbook provides a detailed, but not too technical look at Wisconsin archaeology. Back copies are available. Contact the State Historical Museum Shop, (608) 264-6565.

Woodland Indians of the Western Great Lakes. Robert E. Ritzenthaler and Pat Ritzenthaler; Waveland Press Inc., 1991. An overview of Great Lakes Indian culture, with information about the Potawatomi, Chippewa, Menominee, Oneida, and Ho-Chunk tribes. Contact the Wisconsin State Historical Museum Shop, (608) 264-6565.

CD ROM

"Maawanji'iding." Brain Box Digital Archives, 1998. Photographs and narratives from the six Wisconsin bands of Chippewa, known also as Ojibwe and Anishinaabe. Brain-Box 70 Indian Hill Road, Collinsville, Connecticut. Call (860) 693-8549 or visit http://www.info@Brain-Box.com

"Wisconsin: Celebrating People, Place and Past." Wisconsin Educational Communications Board, 1998. Allows students to explore Wisconsin history and

geography from prehistory to the present. Activities involve themes such as Seasons, Childhood, Changes in Foodways, Changes in Work, and The Built Environment. Teacher guide available. Contact the Wisconsin Educational Communications Board at (608) 264-9693, or visit its website at http://www.ecb.org. Each school district has received one free copy. (ES)(MS)(HS)

Books for Students

The Archaeology of North America. Dean R. Snow; Chelsea House Publishers, 1989. (ES)(MS)(HS)

Back to Beginnings: The Early Days of Dane County. Bobbie Malone; Dane County Cultural Affairs Commission, 1998. Traces the history of Dane County from pre-settlement times through the Civil War. Available in all Dane County community libraries and fourth grade classrooms. A limited number is available to the public at the Dane County Executive's Office, Room 421, City-County Building, 210 Martin Luther King, Jr. Blvd., Madison, Wisconsin 53703, (608) 266-4114. (ES)

Black Hawk: Frontier Warrior. Joanne Oppenheim; Troll Associates, 1979. Call the State Historical Museum Shop, (608) 264-6565. (ES)

Black Hawk: Sac Rebel. Nancy Bonvillain; Chelsea House, 1994. Call the State Historical Museum Shop, (608) 264-6565. (MS)(HS)

Digging and Discovery: Wisconsin Archaeology. Diane Young Holliday and Bobbie Malone; State Historical Society of Wisconsin, 1997. The new *Badger History* series. Written for fourth graders. Introduces students to archaeology as a way to learn about Wisconsin's prehistoric and historic past. Teacher guide with same title. Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)

Dream Catcher, The Legend, The Lady, The Woman. Karen Hartman; Weeping Heart Publications, 1994. (920) 533-8880. (ES)

The Four Seasons of Corn: A Winnebago Tradition. Sally M. Hunter; Lerner Publications Company, 1997. A young boy learns how to grow and dry corn from his grandmother.

Gift from the Eagle. Karen Hartman; Weeping Heart Publications, 1997, (920) 533-8880. (ES)

Ininatig's Gift of Sugar: Traditional Native Sugarmaking. Laura Waterman Wittstock; Lerner, 1993. Readers learn process of making maple sugar from an Ojibway elder. (ES)

Learning from the Land: Wisconsin Land Use. Bobbie Malone; State Historical Society of Wisconsin, 1998. The new *Badger History* series. Students learn about interactions of people with the natural geographical features of Wisconsin. Teacher guide with same title. Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)

The Menominee. Patricia Ourada; Chelsea House, 1990. Provides information about the culture and history of the Menominee Indians. One book in a series titled *Indians of North America*. (ES)(MS)(HS)

The Menominee. Joan Kalbacken; Childrens Press, Inc., 1994. Easy-to-read, large print and colorful photographs. (ES)

The Mishomis Book: The Voice of the Ojibwa. Edward Benton-Banai; Indian County Communications, Inc., 1988. Mishomis, Grandfather, tells the story of earth's creation and ends with the present day. Myths, legends, and history are combined with details of cultural traditions, beliefs, and means of survival. (ES)

Native American Rock Art. Yvette La Pierre; Thomasson-Grant, 1994. This book includes a visit to Roche-A-Cri State Park in Adams County, Wisconsin. (ES)

The Ojibwa. Helen A. Tanner; Chelsea House, 1992. Provides information about the culture and history of the Ojibwa Indians. One book in a series titled *Indians of North America*. (ES)(MS)(HS)

The Oneida. Jill Duvall; Children's Press, 1991. With a focus on the Oneida Indians of New York, this book contains information pertinent to Oneida Indians of Wisconsin as well. (ES)(MS)(HS)

The Potawatomi. James A. Clifton; Chelsea House, 1988. Provides information about the culture and history of the Potawatomi Indians. One book in a series titled *Indians of North America*. (ES)(MS)(HS)

The Sacred Harvest: Ojibway Wild Rice Gathering. Gordon Regguinti; Lerner, 1992. The native process of ricing is depicted, with a focus on the cultural importance of the tradition. (ES)

Shannon: An Ojibway Dancer. Sandra King; Lerner, 1993. Thirteen year old Shannon shares her interest in Ojibway dance with readers. (ES)

Audios

"Down Home Dairyland: A Listener's Guide." Wisconsin Arts Board, 1989. Includes a 286-page book and 20 cassettes of music compiled by folklorists James P. Leary and Richard C. March. Included is upper Midwestern and ethnic music, Ojibwa drums, Norwegian fiddles, polka, salsa, gospel, and Southeast Asian rock. (ES)(MS)(HS)

"The History of Wisconsin through Integrated Student Creations." WISC Publications,1992. Two cassettes of original music that emphasize Wisconsin history. Tape 1 includes "Our State," "EAA," (Experimental Aircraft Association) "American Indians," "Lumbering," "Cities," and "Agriculture." Tape 2 covers "Government," "Glaciers," "Explorers," "River Highways," "Wisconsin Women," and "The Polka." Available from WISC Publications, 1992. 816 Newbury Street, Ripon, Wisconsin 54971. (ES)(MS)

"Songs of the Chippewa." Library of Congress Archive of Folk Music, 1950. Call the State Historical Museum Shop, (608) 264-6565. (ES)(MS)(HS)

Maps

Cultural Map of Wisconsin: A Cartographic Portrait of the State. David Woodward et al., University of Wisconsin Press, 1996. Wisconsin's history, culture, land, and people are depicted in nearly 1,500 sites of interest. Includes booklet with site key. Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)(HS)

List of Publications. (The map included in the landforms activity is available here.) Wisconsin Geological and Natural History Survey; 1998. List of publications of the Wisconsin Geological and Natural History Survey as well as selected publications of other state and federal agencies, available from the Survey's sales office. Available from the Wisconsin Geological and Natural History Survey, 3817 Mineral Point Road, Madison, Wisconsin 53705-5100, (608) 263-7389. (MS)(HS)

Wisconsin History Series. Overmap Educational Resources, 1997. Teacher manuals available. Each map is laminated and measures 36" x 42"; series includes *Exploration and Settlement; Ice Age; Native Americans in Wisconsin; and African-Americans in Wisconsin*. Call (800) 552-5686. (ES)(MS)(HS)

Posters

Wisconsin Early Indian Cultures. State Historical Society of Wisconsin, 1997. Set of three 24" x 38" full-color posters depicts Paleo-Indians, Archaic, and Woodland Indian cultures. Each poster includes original watercolor illustrations and a timeline placing the culture in the chronology of Wisconsin's history. Contact University of Wisconsin Press, (800) 621-2736. (MS)(HS)

Videos

"Finding Old Green Bay." Mary Lee Winnie; Green Bay Area Public School District, 1997. Answers questions from before the time of Nicolet to the present. Contact Mary Lee Winnie, (920) 434-1797. (ES)(MS)

"The Indians of Wisconsin." 1992. This 20-minute video, recommended for fourth graders, traces the history, as well as the present day lives, of the Menominee, Oneida, Potawatomi, Winnebago, Stockbridge/Munsee, and Ojibawa tribes. Includes a visit to a pow-wow. Available from 100% Productions, P.O. Box 753, Orangevale, California 95662, (800) 483-3383.

"Investigating Wisconsin History." Wisconsin Educational Communications Board, 1998. Designed for use in fourth-grade classroom, this twelve program series poses questions about Wisconsin's past and uses historical evidence to answer them. The series can be taped from Wisconsin Public Television. Teacher guide available. For programming information, contact the Wisconsin Educational Communications Board, (608) 264-9693, or visit its website: http://www.ecb.org (ES)(MS)

"Menominee Indians: Past and Present." Tribal Productions, no date. Viewers gain insight into Menominee culture. (HS)

"Midway: A Vision of the Past." University of Wisconsin–La Crosse and Mississippi Valley Archaeology Center, 1989. An excavation site is visited to learn how archaeologists work and what they hope to learn. Available from the Reference and Loan Library, (608) 224-6169. (HS)

"More than Bows and Arrows." Camera 1, 1994. Documents the contributions of Native Americans to the development of the U.S. and Canada. Rent or purchase from the Mississippi Valley Archaeology Center, 1725 State Street, La Crosse, Wisconsin 54601, (608) 785-8454, or purchase from the State Historical Museum Shop, (608) 264-6565. (HS)

"Mounds of the Upper Mississippi River Valley." Examines the study of mounds by archeologists. Rent or purchase from Mississippi Valley Archeology Center, UW–La Crosse, 1725 State Street, La Crosse, Wisconsin 54601, (608) 785-8454. (ES)

"Native Wisconsin." Great Lakes Intertribal Council, 1998. Explores eleven Wisconsin tribes focusing on the culture and history of each tribe and the attractions and events that take place in each tribe. Ask for the educational video from HVS Productions, (800) 236-4000. (ES)(MS)(HS)

"The People of the Forest: Woodland Lifestyles." Educational Media, 1994. Woodland lifestyles of 300–400 years ago. Available from Blue Sky Hawk, P.O. Box 866, Lac du Flambeau, Wisconsin 54538, (715) 588-3560, and the Wisconsin Reference and Loan Library. See "Institutions and Organizations" in this publication. Guide booklet available. (ES)(MS)

"Since 1634: In the Wake of Nicolet." Ootek Productions, 1993. A three-part series that focuses on the people who met Jean Nicolet at Lake Michigan's Green Bay in 1634. Available from Ootek Productions, S1229 Round River Trail, Spring Green, Wisconsin 53588 and the Wisconsin Reference and Loan Library. See "Institutions and Organizations" in this publication. Study guide available. (HS)

"Wisconsin Environment." Hawkhill Associates, 1988. Explores Wisconsin's natural history. Available from Hawkhill Associates, 125 East Gilman Street, P.O. Box 1029, Madison, Wisconsin 53701-1029 and the Wisconsin Reference and Loan Library. See "Institutions and Organizations" in this publication. Teacher's guide available. (ES)(MS)(HS)

"Wisconsin Stories: This Place We Call Wisconsin." Wisconsin Public Television and the State Historical Society of Wisconsin, 1998. This five-part series, each one hour in length, tells the story of Wisconsin and its people. For programming information, contact the Wisconsin Educational Communications Board, (608) 264-9693. For information about lesson plans, visit the website at http://www.shsw.wisc.edu/WisconsinStories. (HS)

Chapter II
Early Explorers, Traders and Settlers to 1812

Lesson 1
British Colonial Exploration of Wisconsin

Elementary/Middle Level

Connecticut trader Peter Pond (1740-1807) paid an early visit to Wisconsin. In 1773 he led a crew of nine men with twelve fully loaded birchbark canoes on a journey from Green Bay to Prairie Du Chien. With a cargo capacity of 42 tons, they planned to hunt and conduct business with various Indian tribes as well as French fur traders.

As one of the earliest English descriptions of Wisconsin, this journal is a valuable historical record. The original manuscript was found in the kitchen of Charles Hobby Pond, former governor of Connecticut and nephew of Peter Pond, in 1868. It was being used for waste paper.

Shortly after its discovery, this narrative was printed exactly as written in the *Connecticut Magazine* as a curious example of orthography, as well as the adventures of a Connecticut native in the far West. With permission from the magazine, the State Historical Society of Wisconsin reprinted the journal in 1908. Pond's use of phonetic spelling presents extended learning opportunities that generate high levels of interest to a wide variety of students. Portions of the journal, reprinted in 1908, are included.

This excerpt hould be studied with sensitivity to the diffence in perspective at that time in history. Many commonly used names for tribes were given to them by other tribes or by Europeans to refer to the place where they lived, that they spoke a different language, or had a distinctive trait. In the case of the Chippewa, this name refers to the puckered-style seams on their moccasins. Ojibwe is thought to be a variation of this word. Sometimes, the names that we know a tribe by are actually offensive terms bestowed upon them by a rival tribe. Some Indian names, such as the Pewans [Puan] in this article fall in this category.

Resources

Excerpts from the "Journal of Peter Pond: 1773-1775" are provided at the end of this lesson. Reprinted from *Connecticut Magazine*, courtesy of the State Historical Society of Wisconsin.

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960; Chapters 3–4

Wisconsin: The Story of the Badger State; Chapter 2

Wisconsin: A History; Chapters 2–6

History of Wisconsin; Volume 1: Chapters 1–5

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

B.4.1
B.4.3
B.4.4
B.4.8
B.4.9
B.8.1
B.8.10

Suggested Activities

1. How does Pond describe the various peoples he meets? Do his descriptions seem fair? What factors influence his descriptions? (B.4.3)

2. Who are the people Pond meets? Describe his interaction with them. Where do these people now live? By what names do we know them? (B.4.4)

3. What locations does Pond visit? By what names do we know these places? Compare and contrast what these places look like today with Pond's descriptions of them. (B.4.4)

4. Identify situations where Pond's cooperative skills were helpful. How did individuals, groups, and nations depend on one another for survival in this area before the Revolutionary War? How do they do so today? (B.4.9)

5. What makes this journal ordinary? What makes this journal extraordinary? (B.4.3)

6. How might Peter Pond's expedition compare to a 21st century space expedition? (B.4.4), for example:

7. Spelling and grammar rules were not officially standardized at this time in history. Some students may enjoy rewriting sections using today's spelling and grammar rules. (B.4.4)

8. Compare Pond's state of the art technology with that of today in the areas of energy, transportation, and communication. Which, if any, have been beneficial to people and the environment? Explain. (B.4.8, B.8.10).

SIMILARITIES	DIFFERENCES
Observation journal, ace explorer, transportation glitches, cultural and communication barriers, danger, confidence, confusion, guessing, discovering	Technology, expense, air and water concerns, multicultural team, females exploring, no new human contact

For example:

	POND	NASA
Energy	_____	_____
Transportation	_____	_____
Communication	_____	_____

Additional resources related to this lesson are provided at the end of this chapter.

1740-75: JOURNAL OF PETER POND

[Reprinted from *Connecticut Magazine*, x, pp. 239-259.][35]

... In Sept I Had my Small fleet Readey to Cross Lake Misbegan. On my Way to Grean Bay at the Mouth of fox river I Engaged Nine Clarkes for Differant Parts of the Northan & Westarn Countrey and Beaing Mand we Imbarkt & Crost the Lake without Seaing an Indan or Eney Person Except our One. In three or four Days we arive at the Mouth of the Bay which is two or three Mile Brod. In the Mouth is Som Islands which we follow in Crossing to the South West Sid & then follow ye Shore to the Bottom is Seventey Miles whare the fox River Empteys in to the Bay. We went a Short Distans up the River whare is a small french villiage and thare Incampt for two Days. This Land is Exalent. The Inhabitans Rase fine Corn and Sum Artickels for fammaley youse in thare Gardens. They Have Sum trad with y^e^ Indans which Pas that way. On the North Part of this Bay is a small Villeag of Indans Cald the Mannomaneas who Live By Hunting Cheafley. Thay have another Resois [resource]—the Bottom of the Bay Produces a Large Quantity of Wilde Rice which thay Geather in Sept for food. I ort to have Menshand that the french at y^e^ Villeg whare we Incampt Rase fine black Cattel & Horses with Sum swine.

At the End of two Days we asended the fox river til We Came to a Villeg which Lies on the East End of a small Lake that Emties into the fox River. These People are Cald Pewans [Puans] & the Lake by the same Name. These People are Singelar from the Rest of thare Neighbors. Thay Speake a Hard Un Couth Langwidge scarst to be Learnt By Eney People. Thay will not a Sosheat with or Convars with the other tribes Nor Inter-marey among them. I Enquird into the Natral Histrey of these People when I was at Detroit of the Oldest and Most Entelagent frenchmen Who had Bin aquanted with them for Meney Years. The Information amounted to this that thay formerley Lived West of ye Misarurey [Missouri] River—that thay Had Eternal Disputes among themselves and Dispute with the Nations about them—at Lengh thare Neighbors In Grate Numbers fel upon them and what was Saved flead across the Miseseurca to ye eastward and Over the Missisippey and on to this Lake whare thay now live thare thay met with a trib of Indans Who Suferd them to Seat Down. It was as is Supposed the foxe Nation who lived Near them—the foxis was Drove from Detroit for thare Misbehaver which ware a proper People to aSist them in thare flite. I Beleve most of it. They are Insolent to this Day and Inclineing Cheaterey thay will if they Can Git Creadit from the trader in the fall of ye Year to Pay in the Spring after thay Have Made thare Hunt But When you Mete them in Spring as Know them Personeley ask for your Pay and thay Will Speake in thare One Languege if thay Speake at all Which is not to be understood or Other ways thay Will Look Sulkey and Make you no answer and you loes your Debt.

I was at Mackenac when Capt George Turnbull Comanded Previons to the Amarecan Reverlution and thare Came in a Cheaf with a Small Band of these.[35] He Held a Counsel with them But he Couldn't Git an Interpetar in the Plase that Understood them. At Lengh the Capt Said that he had a mind to Send for an Old Highland solge that Spoke Little But the Hars[h] Langwege—Perhaps he mite understand for it Sounded Much Like it. The Land about them on the Lake is Exalant. Thare women Rase Corn & Beens Punkins &c But the Lake afords no Variety of fish thare Wood Produce Sum Rabits & Partreageis, a small Quantaty of Vensen. Thay Live in a Close Connection among themselves. We made But a Small Stay Hear and Past a Small Distans on the Lake and Enterd the fox River agane Which Leads up to the Cairing Plase of Osconston [Wisconsin].

[35] This would seem to indicate that the present journey was not the first time Pond had visited Mackinac. No doubt he was often there during his previous six years' trading experience at Detroit.—Ed.

... The next Morning we Proseaded up the River which was Verey Sarpentine inded til we Cam to a Shallo Lake whare you Could Sea water But Just in the Canoe track the Wilde Oates ware so thick that the Indans Could Scarse Git one of thare Small Canoes into it to Geather it and the Wild Ducks When thay Ris Made a Nois like thunder. We Got as meney of them as we Chose fat and Good. We Incampt hear Would not undertake to Cross til Morning—the Water was two Deap to wade and ye Bottom Soft—the Rode so narrow that it toock the Most of ye next Day to get about three Miles With our Large Cannoes the track was so narrow. Near Nite we Got to Warm Ground whare we Incampt and Regaled Well after the fateages of the Day. The Next Day we Proseaded up the River which was slack water But Verey Sarpentine—we Have to go two Miles Without Geating fiftey yards ahead so winding—But Just at nite we reacht within Site of ye Caring [carrying] Plase and Incampt. Next morning Near noon we Arived and UuLoded our Canoes & toock them out of the water to dry that thay mite be liter On the Caring Plase On account of the fox River and its Neghbering Cuntrey A Long its Shores from the Mouth to the Pewans is A good Navigation. One or two Small Rapeds [lead] from that Lake the water up to the Caring plase is Verey Gental But Verey Sarpentine. In Maney Parts In Go-Leavel With the Water and the Medoes on Each Sid are Clear of Wood to a Grate Distans and Clothd with a Good sort of Grass the Openings of this River are Cald Lakes But thay are no more than Larg Openings. In these Plases the Water is about four or five feet deap. With a Soft Bottom these Plases Produce the Gratest Quantaties of Wild Rise of Which the Natives Geather Grat Quantaties and Eat what thay Have Ocation for & Dispose of the Remainder to People that Pass & Repass on thare trade. This Grane Looks in its Groth & Stock & Ears Like Ry and the Grane is of the same Culler But Longer and Slimer. When it is Cleaned fit for youse thay Boile it as we Due Rise and Eat it with Bairs Greas and Suger But the Greas thay ad as it is Bileing which helps to Soffen it and make it Brake in the same Maner as Rise. When thay take it out of thare Cettels for yous thay ad a Little suger and is Eaten with fresh Vensen or fowls we yoused it in the Room of Rise and it Did very well as a Substatute for that Grane as it Busts it turns out perfeckly White as Rise. Back from this River the Lands are as Good as Can be Conseaved and Good timber But not Overthick it is Proverbel that the fires Which Ran threw turns out perfeckly White as Rise. Back from this River the Lands are as Good as Can be Conseaved and Good timber But

not Overthick it is Proverbel that the fires Which Ran threw these * * * and Meadows Stops the Groth of ye Wood and Destroise Small wood. I Have Menshund the Vast Numbers of Wild Ducks which faten on ye Wild Rise Eaverey fall. It would Sound two much Like a travelers Storey to Say What I Realey Beleve from What I Have Sean. You Can Purchis them Verey Cheape at the Rate of two Pens Per pese. If you Parfer shuting them yourself you may Kill what you Plese.

An account of the Portage of Wisconstan the South End of this Caring plase is Verey Leavel But in Wet Weather it is Bad On account of the Mud & Water which is two thirds of a Mile and then the Ground Riscis to a Considerabel Hith and Clothed with fine Open Wood & a Hansom Varder [verdure].

This Spot is about the Senter of ye Portage and takes up about a Quorter Part of it. The South End is Low, flat and Subject to Weat. It was on this Spot that Old Pinnashon a french man Impose apon Carver Respecting the Indans haveing a Rattel snake at his call which the Indans Could order into a Box for that purpos as a Peat [pet].[87] This frenchman was a Solder in the troops that ware stasioned at the Elenoas [Illinois]. He was a Sentanal. At the Magasean of Powder he Deserted his Post & toock his Boate up the Miseurea [Missouri] among the Indans and Spent Maney years among them. He Larnt Maney Langwedgeis and from Steap to Steap he Got among the Mandans whare he found Sum french traders who Belongd to the french factorey at fort Lorain on the Read River.[88] This factorey Belongd to the french traders of Cannaday. These people toock Pinneshon to the factorey with them and the Consarn toock him into thare Sarvais til the Hole Cuntrey was Given up to the English and he then Came into thare Sarvis. The french Strove to take him up for his Desarson But fald. However thay Orderd him to be Hung in Efagea [effigy] Which was Dun. This is the Acount he Gives of himself. I Have Hard it from his One Lips as he has Bin Relateing his adventures to others. He found Carver on this Spot Going without undirstanding either french or Indan & full of Enquirey threw his Man who Sarved him as an Interptar & thought it a Proper Opertunety to ad Sumthing more to his adventers and Make his Bost of it after which I have Haird Meney times it hurt Carver much hearing such things & Puting Confadens in them while he is Govner. He Gave a Good a Count of the Small Part of the Western Countrey he saw But when he a Leudes to Hearsase he flies from facts in two Maney Instances.

[87] See *ante*, p. 282, note 95.—Ed.

[88] For Fort La Reine see *Wis. Hist. Colls.*, xvii, p. 427.—Ed.

After Two Days Hard Labor We Gits our Canoes at the carring plase with all Our Goods and Incampt on the Bank of the River Wisconstan and Gumd our Canoes fit to descend that River. About Midday we Imbarkt. The River is a Gentel Glideing Streame and a Considerabell Distans to the first Villeag which Lise on the North Side. The River Runs near west from the Portage to the Missippey. Its a Gentel Glideing Streame. As we Desended it we saw Maney Rattel Snakes Swimming Across it and Kild them. The Next Day we Arived at the Villeag where we tarread two Days. This Beaing the last Part of Sept these People had Eavery artickel of Eating in Streame. As we Desended it we saw Maney Rattel Snakes Swimming Across it and Kild them. The Next Day we Arived at the Villeag where we tarread two Days. This Beaing the Sam form & ye sam Like Materls [materials] as the Saukeas Produse of the Ground—the Same & Brote in the Same By the Women But not in so Grate Plentey as the former one on Account of thare Late sickness. I taread hear One Day.

[89] This village is located *ante*, p. 282, note 97. Pond is here summarizing the series of Fox wars. See Wis. Hist. Soc. *Proceedings*, 1907, pp. 142-188.—Ed.

After Suplying myself with such Artickels as I wanted and thay Had to Spare I gave them Sum Creadeat and Desended the River to the Mouth which Emteys into the Masseippey and Cros that River and Incampt. The Land along the River as you desend Apears to be Exalant. Just at Night as we ware InCampt we Perseaved Large fish Cuming on the Sarfes of the Water. I had then a Diferant trader with me who had a number of Men with him. We were Incampt Near Each other. We Put our Hoock and Lines into the Water and Leat them Ly all nite. In the Morning we Perseaved thare was fish at the Hoocks and went to the Wattr Eag [water's edge] and halld on our line. Thay Came Heavey. At Lengh we hald one asbore that wade a Hundered and four Pounds—a Seacond that was One Hundered Wate—a third of Seventy five Pounds. The Men was Glad to Sea this for thay Had not Eat mete for Sum Days nor fish for a long time. We asked our men How meney Men the Largest would Give a Meale. Sum of the Largest Eaters Sade twelve men Would Eat it at a Meal. We Agread to Give ye fish if thay would find twelve men that would undertake it. Thay Began to Dres it. The fish was what was Cald the Cat fish. It Had a large flat Head Sixteen Inches Betwene the Eise. Thay Skind it—Cut it up in three larg Coppers Such as we have for the Youse of our men. After it was Well Boild thay Sawd it up and all Got Round it. Thay Began and Eat the hole without the least thing with it But Salt and Sum of them Drank of the Licker it was Boild in. The Other two was Sarved out to the Remainder of the People who finished them in a Short time. Thay all Declard thay felt the Beater of thare Meale Nor did I Perseave that Eney of them ware Sick or Complaind. Next Morning we Recrost ye River which was about a Mile Brod and Mounted about three Miles til we Come to the Planes of the Dogs [Prairie du Chien] so Cald the Grate Plase of Rondavues for the traders and Indans Before thay Dispars for thare Wintering Grounds. Hear we Meat a Larg Number of french and Indans Makeing out thare arangements for the InSewing winter and sending of thare cannoes to Differant Parts—Like wise Giveing Creadets to the Indans who ware all to Rondoveuse thare in Spring. I Stayed ten days Sending of my men to Differant Parts. I had Nine Clarks which I Imploid in Diferant Rivers that fel into the River.

When I had finished my Matters Hear in October I Seat of with two traders in Company for St. Peters River which was a Hundred Leags up the River But the Season was faverabel and we went on Sloley to Leat the Nottawaseas Git Into the Plain that we Mite not be trubeld with them for Creadit as thay are Bad Pay Marsters. In Going up the River we had Plenty of fat Gease and Duks with Venson—Bares Meat in abandans—so that we Lived as Well as hart Could Wish on Such food—Plentey of flower, tea, Coffee, Sugar and Buter, Sperits and Wine, that we faird Well as Voigers. The Banks of ye River aforded us Plentey of Crab Apels which was Verey Good when the frost Had tuchd them at a Sutabel tim. We Enter St.

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[46] This village is located *ante*, p. 282, note 97. Pond is here summarizing the series of Fox wars. See Wis. Hist. Soc. *Proceedings*, 1907, pp. 142-188.—Ed.

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To be Intelagabel [intelligible] I Go back to the Planes of the Dogs—this Plane is a Very Handsum one Which is on the East Side of the River on the Pint of Land Betwene the Mouth of Wisconstan whare it Emties in to the Masseppey & the Last River. The Plane is Verey Smooth hear. All the traders that Youseis [uses] that Part of the Countrey & all the Indans of Several tribes Meat fall & Spring whare the Grateist Games are Plaid Both By french & Indans. The french Practis Billiards—ye latter Ball. Hear the Botes from New Orleans Cum. Thay are navagated By thirtey Six men who row as maney oarse. Thay Bring in a Boate Sixtey Hogseats of Wine on one * * * Besides Ham, Chese &c—all to trad with the french & Indans. Thay Cum up the River Eight Hundred Leages. These Amusements Last three or four weakes in the Spring of the Year. As we Proseaded up the River we found the Land & timber to be Exalant—fit for Eney Improvement. As we Past up St Peters River about fourteen miles We Stopt to Sea Carvers Hut whare he Past his Winter when in that Countrey. It was a Log House about Sixteen feet long Covered With Bark—With a fireplase But one Room and no flore. This was the Extent of his travels. His Hole toure I with One Canoe Well maned Could make in Six weeks. We Go forward to the Goods—we made Ourselves Comfortbel for the Winter. In Desember the Indans Sent Sum young men from the Planes a Long the River to Look for traders & thay found us. After Staying a few days to Rest them thay Departed with the Information to thare frends. In Jany thay Began to Aproach us & Brot with them Drid & Grean Meet, Bever, Otter, Dear, fox, Woolf, Raccone & other Skins to trade. Thay ware Welcom and we Did our bisnes to advantage. Threw the Winter I had a french man for my Nighber Who had Winterd among the Nottawase Several Winters in this River Well Knone By the Differant Bands.

Well thare was not Eney thing Extrodnerey Hapend Dureing the Winter. We Prosended eastward with ease & Profet till Spring. At the Brakeing up of the Ice In the River in Spring the Water Rose twentey Six feat from its Common sarfes & Made Sad Work with its Banks.

At the yousal time We prepard to Desend to the Planes of the Dogs—I Shall not Make Eney Observations upon these People Nor Planes til the Insewing Year when I had a fair Opertunity. The Waters Sun went of or fell and we Imbarkt & Drifted Down with the Currant till we Came to the Plane whare we Saw a Large Colection from Eavery Part of the Misseppey who had arived Before us—Even from Orleans Eight Hundred Leages Belowe us. The Indans Camp Exeaded a Mile & a half in Length. Hear was Sport of All Sorts. We went to Colecting furs and Skins * * * By the Differant tribes with Sucksees. The french ware Veray Numeros. Thare was Not Les than One Hundred and thirtey Canoes which Came from Mackenaw Caring from Sixtey to Eightey Hundred wate Apease all Made of Birch Bark and white Seder for the Ribs. Those Boates from Orleans & Ilenoa and other Parts ware Numeres. But the natives I have no true Idea of thair Numbers. The Number of Packs of Peltrey of Differant Sorts was Cald fifteen Hundred of a Hundred wt Each which went to Mackana. All my outfits had Dun well. I had Grate Share for my Part as I furnish Much the Largest Cargo on the River. After all the Bisness Was Dun and People Began to Groe tirde of Sport, thay Began to Draw of for thare Differant Departments and Prepare for the Insewing winter.

Lesson 2

Wisconsin Indian Tribes

Middle/High Level

Lessons about any culture might begin with a study of the histories and cultures of the students in the classroom. Activities and discussions around their own culture will help students develop knowledge about what culture is and how it functions. By learning about their own culture, students gain a frame of reference for understanding the internal logic of the systems within cultures.

Wisconsin statute requires the study of the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin. To enhance their study, students may create computer overhead presentations or develop other presentations such as oral reports, dramatic skits, visual art, etc. The teacher may wish to model the use of Power Point or other computer enhancements to instruction and enlist the help of the media specialist and computer teacher.

Resources

See Appendix III to contact individual tribes.
Videos: "Indians of Wisconsin," "Since 1634: In the Wake of Nicolet," "Indians of North America: Menominee," "Indians of North America: Potawatomi," "Thunder in the Dells"

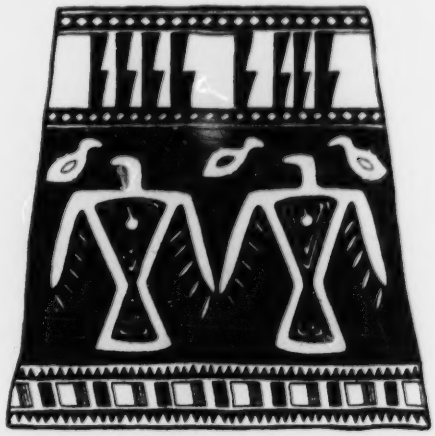
Access to computer presentation software

First Nations Histories website (http://dickshovel.netgate.net/Compacts.html)

Great Lakes Indian Fish and Wildlife Commission website (http://www.win.bright/net/~glifwcis)

Excerpts from "Classroom Activities in State and Local Government," "Tribal Governments: An Overview," and "Indian Lands in Wisconsin in the Early 1800s," included with this activity. See resources.

"Tribal Landholdings in Wisconsin" chart, included with this activity



Ojibway quillwork design on buckskin bag

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960; Chapters 3–4

Wisconsin: The Story of the Badger State: Chapter 2

Wisconsin: A History: Chapters 2–6

History of Wisconsin: Volume 1: Chapters 1–5

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

A.8.7 Movement of people, ideas, and products.
A.8.8 Analyze human interaction with environment.
A.12.13 Analyze conflict and cooperation.
B.8.11 Summarize issues of Wisconsin Indian tribes and bands.
B.12.12 Analyze Wisconsin Indian tribes and bands.
B.12.16 Describe purpose and effects of treaties.
C.12.12 Explain United States' relationship to other nations.
E.8.3 Describe ways ethnic cultures influence everyday lives.
E.8.9 Give examples of cultural contributions of groups.
E.8.10 Explain how language, art, music, beliefs can cause misunderstanding of culture.
E.12.10 Describe a particular culture as an integrated whole.

Suggested Activities

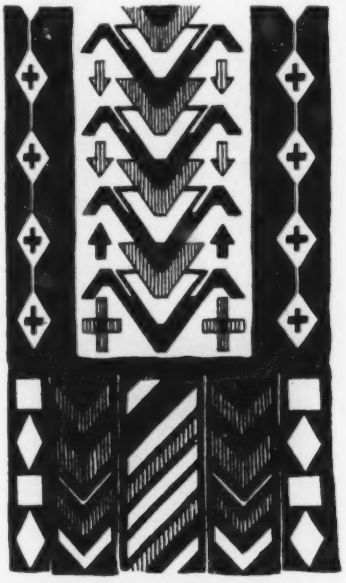
1. View "Indians of Wisconsin" or "Since 1634: In the Wake of Nicolet."

2. Discussion ideas for post viewing or after class presentations:
   - How did European contact in Wisconsin affect the American Indians in Wisconsin?
   - Identify and describe the tribes living in Wisconsin at the time of European contact.
   - Identify other tribes in Wisconsin and describe the reasons the tribes moved to Wisconsin from other states.
   - Analyze the ways in which American Indian lives were changed by European settlement of Wisconsin and ways in which their lives continued to be the same.
   - How did the European settlers' contact with the American Indian tribes change the European culture?
   - Explain the similarities and differences between the tribes.
   - Explain the similarities and differences between one of the tribes and a non-Indian culture.

3. Students (in groups or individually) select an Indian tribe to research and select a way to portray their findings. Information should include the history, culture, tribal sovereignty, and current status. A rubric to evaluate their work may be developed by the students before starting. It could include accuracy of content, completeness of content, use of visuals to explain content, organization of material, clarity of presentation. It is important to have all the tribes represented in the reports in order to show the uniqueness of each tribe as well as the similarities.

Ho-Chunk (Winnebago)	Chippewa (Ojibwa)
Menominee	Stockbridge-Munsee
Potawatomi	Sauk and Fox
Oneida	Dakota

Additional resources related to this lesson are located at the end of the chapter.



Menominee beadwork

Tribal Landholdings in Wisconsin

Tribe	Acreage		
	Tribal	Individual	Total
Bad River Band of Chippewa*	20,085	36,196	56,238
Ho-Chunk Nation[1]	845	3,408	4,253
Lac Courte Oreilles Band of Chippewa*	22,782	25,083	47,864
Lac du Flambeau Band of Chippewa*	30,507	14,426	44,948
Menominee Nation[2]	228,770	6,128	236,505
Oneida Nation[3]	5,820	481	6,300
Forest County Potawatomi Tribe[4]	11,560	400	12,280
Red Cliff Band of Chippewa*	6,140	1,767	7,922
St. Croix Chippewa Tribe[5]	2,016	0	2,016
Sokaogan Chippewa Tribe (Mole Lake Band)[6]	1,713	0	1,731
Stockbridge-Munsee Band of Mohicans[7]	15,965	156	16,120
TOTAL	346,228	88,044	436,222
State of Wisconsin Landholdings			5,370,353
Federal Government Landholdings			1,758,847

* Reserved by treaty with the United States (1854).

[1] Landholdings acquired by individuals under provisions of the Indian Homestead Act beginning in 1884. Additional parcels have since been purchased by the tribe.

[2] Reserved by treaty with the United States (1854). Reservation status ended with the Menominee Termination Act of June 17, 1954 (P.L. 83-399) and was re-established when the United States restored federal recognition with Menominee Restoration Act (P.L. 93-107) on December 22, 1973.

[3] Reservation established by treaty with the United States (1838).

[4] Reservation established by Congress in 1913 using annuity money due under treaty to the Potawatomi (ch. 4, §24, 38 Stat. 102).

[5] This so-called "Lost Band" had not been a party to the Treaty of 1854 and did not acquire a reservation until 1938 when Congress established the St. Croix Reservation pursuant to the 1934 Indian Reorganization Act's land acquisition program for landless tribes (25 U.S.C. 461 et seq., 48 Stat. 984). The band received title to scattered parcels totaling 1,750 acres.

[6] Reservation established in 1938 pursuant to the 1934 Indian Reorganization Act's land acquisition program for landless tribes (25 U.S.C. 461 et seq., 48 Stat. 984). The Sokaogon Chippewa were not a part to the Treaty of 1854 but signed a treaty with the United States in 1855 retaining 12 square miles of their lands for a reservation. The U.S. Senate failed to ratify this treaty and the bands' land claims remained unaddressed until Congress purchased 1,680 acres which became the Mole Lake Reservation.

[7] Current land base is comprised of former allotments restored to tribal ownership in 1936 and two townships ceded by the Menominee in 1856. The Mohican Nation, Stockbridge-Munsee Band had originally received land in Wisconsin in the Fox River valley in 1821 following a treaty they had signed with the Menominee, Ho-Chunk, Brothertown, Munsee, Oneida, and other New York tribes that had emigrated to Wisconsin. Their title in Wisconsin solidified with the ratification of a treaty with the United States and the Menominee Nation in 1832 when they acquired a township east of Lake Winnebago.

Courtesy of J. P. Leary, American Indian Consultant, Wisconsin Department of Public Instruction

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Tribal Governments: An Overview

Indian nations in this unit are listed below. Those residing in Wisconsin are in bold.

Ojibwe and Chippewa are the same people. They include the:

Bad River
Lac Courte Orilles (Luh Coo' duh ray')
Lac du Flambeau
Mole Lake
Red Cliff
St. Croix

Iroquois is the linguistic, cultural, and governmental umbrella for the:

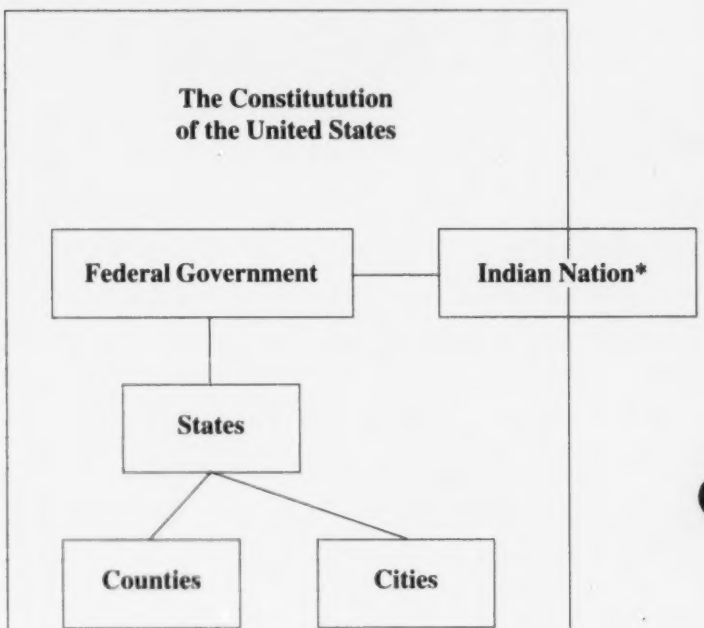
Cayuga
Mohawk
Oneida
Onondaga
Seneca
Tuscarora

Some other American Indian nations include:

Hopi
Menominee
Mohican
Navajo
Nez Perce
Sioux
Stockbridge- Munsee-Mohican
Winnebago

Adapted from "American Tribal Sovereignty," Madison (Wisconsin) Metropolitan School District.

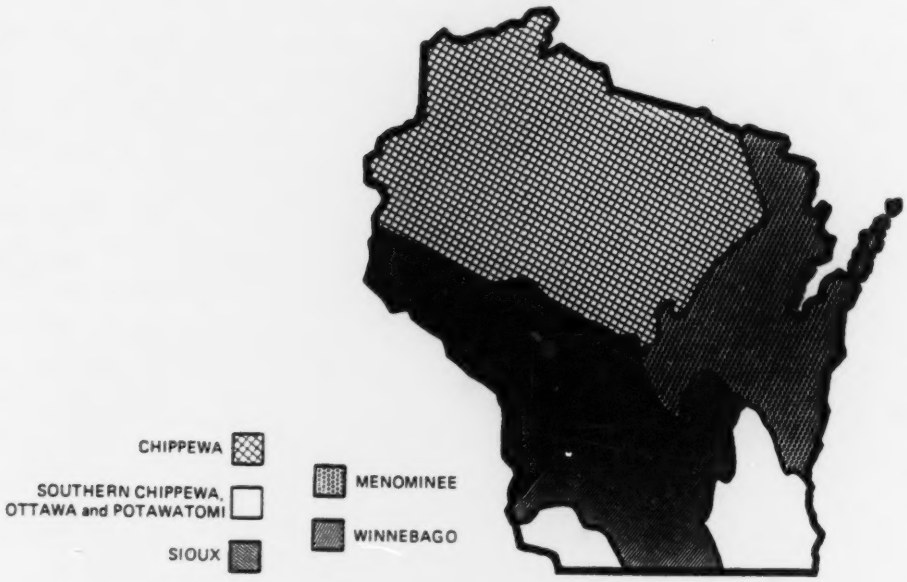
Relationship of Tribal Governments to Other Governments



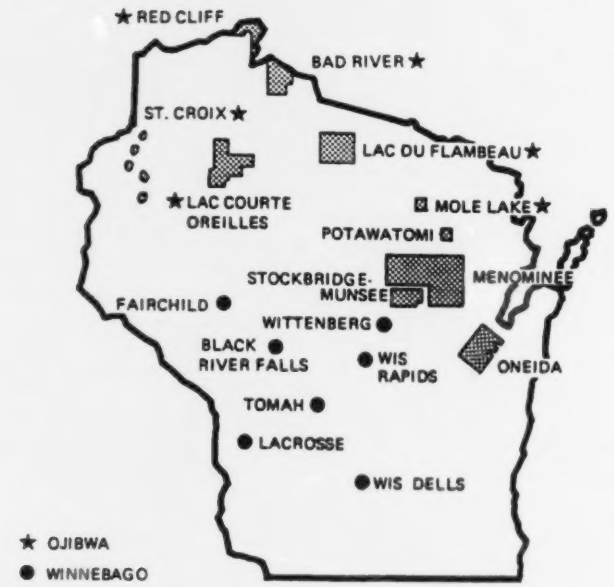
* Indian nations, because of their sovereign status, are only partially under the authority of the U. S. Constitution.

Source: *American Indian Tribal Governments,* by Sharon O'Brien, 1989. University of Oklahoma Press. (p. 277)

Indian Lands in Wisconsin in the Early 1800s



Indian Lands in Wisconsin Today



Source: *Classroom Activities in State and Local Government* (p. 55;). Wisconsin Department of Public Instruction.

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Additional Resources for Chapter II

ES Elementary School
MS Middle School
HS High School

Classroom Activities to Teach About Wisconsin Indians

Classroom Activities in State and Local Government. Wisconsin Department of Public Instruction, 1989. This activity guide includes five lessons on American Indians in Wisconsin, as well as other activities related to Wisconsin's state and local governments. Available from Publication Sales, Wisconsin Department of Public Instruction, (800) 243-8782. Request Bulletin #9446. (HS)

Classroom Activities on Chippewa Treaty Rights. Ronald N. Satz, Anthony G. Gulig, and Richard St. Germaine; Wisconsin Department of Public Instruction, 1991. Provides lessons that help elementary, middle, and secondary students better understand Wisconsin Chippewa treaty rights. Available from Publication Sales, Wisconsin Department of Public Instruction, (800) 243-8782. Request Bulletin #2150. (ES)(MS)(HS)

Classroom Activities on Wisconsin Indian Treaties and Tribal Sovereignty. Ronald N. Satz, et al.; Wisconsin Department of Public Instruction, 1996. Examines history, culture and tribal sovereignty in Wisconsin and includes text of all 29 treaties. Available from Publication Sales, Wisconsin Department of Public Instruction, (800) 243-8782. Request Bulletin #6156. (ES)(MS)(HS)

Indian Government/Law has three parts: *American Indian Tribal Government*; *Current Federal Indian Law and Its Precedents*; and *Indian-White Relations: Historical Foundations*. Available from Publication Sales, Wisconsin Department of Public Instruction, (800) 243-8782. Request Bulletin #0940. (MS)(HS)

1. *American Indian Tribal Government*, edited by Ruth Gudinas for the Madison Metropolitan School District, 1985, is a two-three day activity for eighth to twelfth grade students in American government, civics, political science, and other social studies courses, and includes student worksheets. (MS)(HS)
2. *Current Federal Indian Law and Its Precedents*, by Susan Dion for the Rhinelander School District, 1991, contains narratives explaining federal Indian law and includes student worksheets. (HS)
3. *Indian-White Relations: Historical Foundations*, by Susan Dion, for the Wisconsin Woodland Indian Dissemination Project and the Rhinelander School District, 1991, is an overview of the history between American Indians and European settlers and includes historical narratives and worksheets. (HS)

Books for Teachers

Atlas of Great Lakes Indian History. Helen Hornbeck Tanner; University of Oklahoma Press, 1987. Colorful maps show the shifts and changes in the region's Indian communities from 1640 to 1871.

Buried Roots and Indestructible Seeds: The Survival of American Indian Life In Story, History, and Spirit. Mark Lindquist et al., editors, Highlights central values and traditions in Native American societies from the Great Lakes region. Contact University of Wisconsin Press, (800) 621-2736.

The Chippewas of Lake Superior. Edmund Jefferson Danziger, Jr.; University of Oklahoma Press: Norman and London, 1979. A history of the Chippewas, their way of life and the impact of three centuries of European and American society on their culture.

Introduction to Wisconsin Indians: Prehistory to Statehood. Carol I. Mason; Sheffield Publishing Company, 1988. Contact the publisher at P.O. Box 359, Salem, Wisconsin 53168. Contains excellent archaeological information on the prehistory of the Indian people in Wisconsin.

The Menomini Indians of Wisconsin: A Study of Three Centuries of Cultural Contact and Change. Felix M. Keesing; University of Wisconsin Press, 1987. Traces the history of the Menominee Indian tribe. Contact University of Wisconsin Press, (800) 621-2736.

The Mohicans of Stockbridge. Patrick Frazier; University of Nebraska Press, 1992 A history of the Mohicans, originally from Stockbridge, Massachusetts, later moved to Wisconsin where they were known as the Stockbridge Indians.

Native American Communities in Wisconsin, 1600-1960. Robert E. Beider; University of Wisconsin Press, 1995. Four centuries of change and adjustment are surveyed for the Ojibwa, Potawatomi. Menominee, Ho-Chunk, Oneida, Stockbridge-Munsee, and Ottawa people of Wisconsin. Contact University of Wisconsin Press, (800) 621-2736.

The Oneida Indian Experience: Two Perspectives. Jack Campisi and Laurence M. Hauptman, editors; Syracuse University Press, 1988. A history of the Oneida tribe.

The Potawatomis: Keepers of the Fire. R. David Edmunds; University of Oklahoma Press, Norman, 1978. An early history of the Potawatomi up to 1840.

Wisconsin American Indian History and Culture: A Survey of Selected Aspects. John Boatman; University of Wisconsin-Milwaukee, 1993. The history and culture of major Wisconsin tribes is included.

Wisconsin Chippewa Myths and Tales. Victor Bairn; University of Wisconsin Press, 1991. A cultural and psychological analysis of the myths and tales of the Ojibwa. Contact University of Wisconsin Press, (800) 621-2736.

Books for Students

Across America on an Emigrant Train. Jim Morph; Clarion, 1993. This book includes pictures of the immigrant experience in the late 1800's. Several Wisconsin pictures are included. (ES) (HS)

Back to Beginnings: The Early Days of Dane County. Bobbie Malone; Dane County Cultural Affairs Commission, 1998. Traces the history of Dane County from pre-settlement times through the Civil War. Available in all Dane County community libraries and fourth grade classrooms. A limited number is available to the public at the Dane County Executive's Office, Room 421, City-County Building, 210 Martin Luther King, Jr. Blvd., Madison, Wisconsin 53703. (ES)

The Menominee. Patricia Aerate; Chelsea House, 1990. Provides information about the culture and history of the Menominee Indians. This is one book in the series *Indians of North America*. (ES)(MS)(HS)

The Ojibwa. Helen A Tanner; Chelsea House, 1992. Provides information about the culture and history of the Ojibwa Indians. One book in the series, *Indians of North America*. (ES)(MS)(HS)

The Oneida. Jill Duvall; Children's Press, 1991. With a focus on the Oneida Indians of New York, this book contains information pertinent to Oneida Indians of Wisconsin as well. (ES)(MS)(HS)

The Potawatomi. James A. Clifton; Chelsea House, 1988. Provides information about the culture and history of the Potawatomi Indians. One book in the series, *Indians of North America*. (ES)(MS)(HS)

Wisconsin Stories: The Fur Trade. Rhoda R. Gilman; State Historical Society of Wisconsin, 1974. Contact University of Wisconsin Press, (800) 621-2736. (MS)(HS)

Audios

"The History of Wisconsin through Integrated Student Creations." WISC Publications, 1992. Two cassettes of original music that emphasize Wisconsin history. Tape 1 includes "Our State," "EAA," (Experimental Aircraft Association) "American Indians," "Lumbering," "Cities," and "Agriculture." Tape 2 covers "Government," "Glaciers," "Explorers," "River Highways," "Wisconsin Women," and "The Polka." Available from WISC Publications, 816 Newbury Street, Ripon, Wisconsin 54971. (ES)(MS)

"Spirit of the Wabash." Folkstone Records, 1995. Compact disc of songs from the French fur trade era. Call the State Historical Museum Shop, (608) 264-6555. (ES)(MS)(HS)

CD ROMS

"Maawanji'iding." Brain Box Digital Archives, 1998. Photographs and narratives from the six Wisconsin bands of Chippewa, known also as Ojibwe and Anishinaabe. Brain-Box 70 Indian Hill Road, Collinsville, CT. Call (860) 693-8549 or visit http://www.info@Brain-Box.com.

".Wisconsin: Celebrating People, Place and Past." Wisconsin Educational Communications Board, 1998. Allows students to explore Wisconsin history and geography from prehistory to the present. Teacher guide available. Contact the Wisconsin Educational Communications Board at (608) 264-9693 or visit its website at http://www.ecb.org. Each school district has received one free copy. (ES)(MS)(HS)

Videos

"Indians of North America: Menominee." Schlessinger Video Productions, 1994. Examines effects on the Menominee of the changes that began with the arrival of Europeans around the 1630's. Available from the Wisconsin Reference and Loan Library. (HS)

"Indians of North America: Potawatomi." Schlessinger Video Productions, 1994. Chronicles the migration and scattering of the Potawatomi who originated north of the Great Lakes. The program features Potawatomi Indians from Forest County, Wisconsin. Available from the Wisconsin Reference and Loan Library. (HS)

"The Indians of Wisconsin." 1992. This 20-minute video traces the history, as well as the present day lives, of the Menominee, Oneida, Potawatomi, Winnebago, Stockbridge/Munsee, and Ojibwa tribes. Includes a visit to a pow-wow. Available from 100% Productions, P.O. Box 753, Orangevale, California 95662, (800) 483-3383. (ES)

"Investigating Wisconsin History." Wisconsin Educational Communications Board; 1998. Designed for the fourth grade, this twelve program series poses questions about Wisconsin's past and uses historical evidence to answer them. The series can be taped from Wisconsin Public Television. Teacher guide available. For programming information, contact the Wisconsin Educational Communications Board at (608) 264-9693 or visit its website: http://www.ecb.org. (ES)(MS)

"More Than Bows and Arrows." Camera 1, 1994. Documents the contributions of Native Americans to the development of the U.S. and Canada. Rent or purchase from Mississippi Valley Archaeology Center, UW-La Crosse, 1725 State Street, La Crosse, Wisconsin 54601, (608) 785-8454, or purchase from the State Historical Museum Shop, (608) 264-6565. (ES)(MS)(HS)

"Native Wisconsin." Great Lakes Intertribal Council, 1998. Explores eleven Wisconsin tribes focusing on the culture and history of each tribe and the attractions and events that take place in each tribe. Ask for the educational video from HVS Productions, (800) 236-4000. (ES)(MS)(HS)

"The Rush for Grey Gold: How Wisconsin Began." Ootek Productions and Wisconsin Public Television, 1998. Call (608) 544-5662. (HS)

"Thunder in the Dells." Ootek Productions, 1992. A look at how Wisconsin's Winnebago (Ho-Chunk) Indian people have retained heritage and how tourism has affected their culture. Available from Ootek Productions, S1229 Round River Trail, Spring Green, Wisconsin 53588. Study guide available. (HS)

"Wisconsin Stories: This Place We Call Wisconsin." Wisconsin Public Television and the State Historical Society of Wisconsin, 1998. This five-part series, each one hour in length, tells the story of Wisconsin and its people. For programming information, contact the Wisconsin Educational Communications Board at (608) 264-9693 or visit its website: http://www.ecb.org. For information about lesson plans, visit the State Historical Society of Wisconsin website: http://www.shsw.wisc.edu/WisconsinStories. (MS)(HS)

Maps/Posters

Destination Wisconsin, From Exploration to Statehood. State Historical Society of Wisconsin, 1998. A ten poster set of "who's who" in early Wisconsin history. Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)(HS)

Wisconsin Early Indian Cultures. State Historical Society of Wisconsin, 1997. Set of three 24" x 38" full-color posters depicts Paleo-Indians, Archaic, and Woodland Indian cultures. Each poster includes original watercolor illustrations and a timeline placing the culture in the chronology of Wisconsin's history. Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)(HS)

Wisconsin History Series. Overmap Educational Resources, 1997. Teacher manuals available. Each map is laminated and measures 36" x 42"; series includes *Exploration and Settlement; Ice Age; Native Americans in Wisconsin*; and *African-Americans in Wisconsin.* Call (800) 552-5686. (ES)(MS)(HS)

Chapter III
Transition from Territory to Statehood, 1787–1848

Lesson 1
Lead Mines on the Upper Mississippi River

Elementary Level

The 1836 territorial census identified that most of the settlers in the geographical area that became the state of Wisconsin lived in the southwestern lead mining region. Beyond fur trading and farming, lead mining was the "pull" that enticed people to move to Wisconsin. Transportation improvements and new communities were a result of the increased population and lead mining needs. The new immigrants changed the way people interacted with the land in southwestern Wisconsin. Land use and other comparisons can be encouraged by using Peter Pond's Journal from 1773-1775 and the 1829 map of United States Lead Mines on the Upper Mississippi River.

Resource

Map of the United States Lead Mines on the Upper Mississippi River, drawn and published by R.W. Chandler of Galena, 1829 (shrink-wrapped with this book). Courtesy of State Historical Society of Wisconsin Archives Division.

Suggested Activities

1. How does reading the map's narrative help you to understand what life must have been like for an 1829 miner in Wisconsin Territory? (B.4.3)
2. In what ways had the technologies of transportation and communication changed since Peter Pond's visit 55 years earlier? (B.4.8, B.8.8)
3. With these technological changes, which groups and nature areas have benefitted from change? Which ones have been harmed? (B.4.8, B.8.8)
4. Identify one example of cooperation and interdependence among individuals, one among groups, and one between nations identified on this map. Why was cooperation and/or interdependence important? (B.4.9, B.8.10)
5. What clues can you identify that shed light on the relationship between European settlers and American Indian tribes? What conclusions can be drawn from this evidence? (B.4.10)
6. To what extent, if any, have these relationships been modified over the years? (B.4.3)

Additional resources for this lesson are provided at the end of this chapter.

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960: Chapters 5–6

Wisconsin: The Story of the Badger State: Chapter 3

Wisconsin: A History: Chapters 6–15

History of Wisconsin: Volume 1: Chapters 8–14, 18; Volume 2: Chapter 1

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

B.4.1 Examine information to understand past.
B.4.3 Use various sources to understand people.
B.4.8 Compare past and present technologies.
B.4.9 Describe cooperation and interdependence.
B.4.10 Explain Indian history, culture, tribal sovereignty.
B.8.1 Use a variety of sources.
B.8.8 Identify effects of science and technology improvements.
B.8.10 Analyze conflict, cooperation, and interdependence.

Lesson 2
Early Settlement Along the Lower Fox River

Elementary/Middle Level

The Fox and Wisconsin Rivers were an important link between Lake Michigan and the Mississippi River for fur traders. Ease of transportation influenced the location of communities, but as transportation needs became greater than the rivers could handle, the construction of roads became increasingly important. In 1836, when Wisconsin Territory was created, and three years before this map was drawn, about 12,000 people lived in the settlement in Green Bay, the lower Fox River, the southwestern lead mining region, the Prairie du Chien area, Milwaukee, Racine, and Kenosha. The 1839 Map of the lower Fox River in the Wisconsin Territory gives students an opportunity to make observations about early settlers from this historical document and to compare the information they observe in this document with that of other documents from other eras in this book.

Resource

Wiskonsin Territory Map, 1839 (lower Fox), drawn by Captain Cram (shrink-wrapped with this book). A smaller section of this map is included at the end of this lesson. Map provided courtesy of the State Historical Society of Wisconsin Archives Division.

Suggested Activities

1. Use reference points, directions, distance, shape, and scale to locate five or more positions along the lower Fox River. (A.4.1)

2. Imagine you are a fur trader in 1839. Use the skills from the previous question to create an original and accurate journal of your travels. Remember to include each position and try not to backtrack as the Fox River flows in a northeasterly direction. (A.4.1)

3. Describe and give at least four examples in which people along the Fox River interacted with their physical environment, including use of land, location of communities, methods of construction, and design of shelters. (A.4.4, A.8.8)

4. What does the rich detail of these maps tell you about the lives of those who settled in this area? How can you identify people who made major contributions to early Fox River settlement? Who were they? What did they accomplish and contribute? (B.4.3)

5. What was the political status of American Indian tribes along the Fox in 1839 with regard to size and location of designated lands? What is their current status? Why have these changes occurred? (B.4.10, B.8.11)

Additional resources related to this lesson are provided at the end of this chapter.

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960: Chapters 5–6

Wisconsin: The Story of the Badger State: Chapter 3

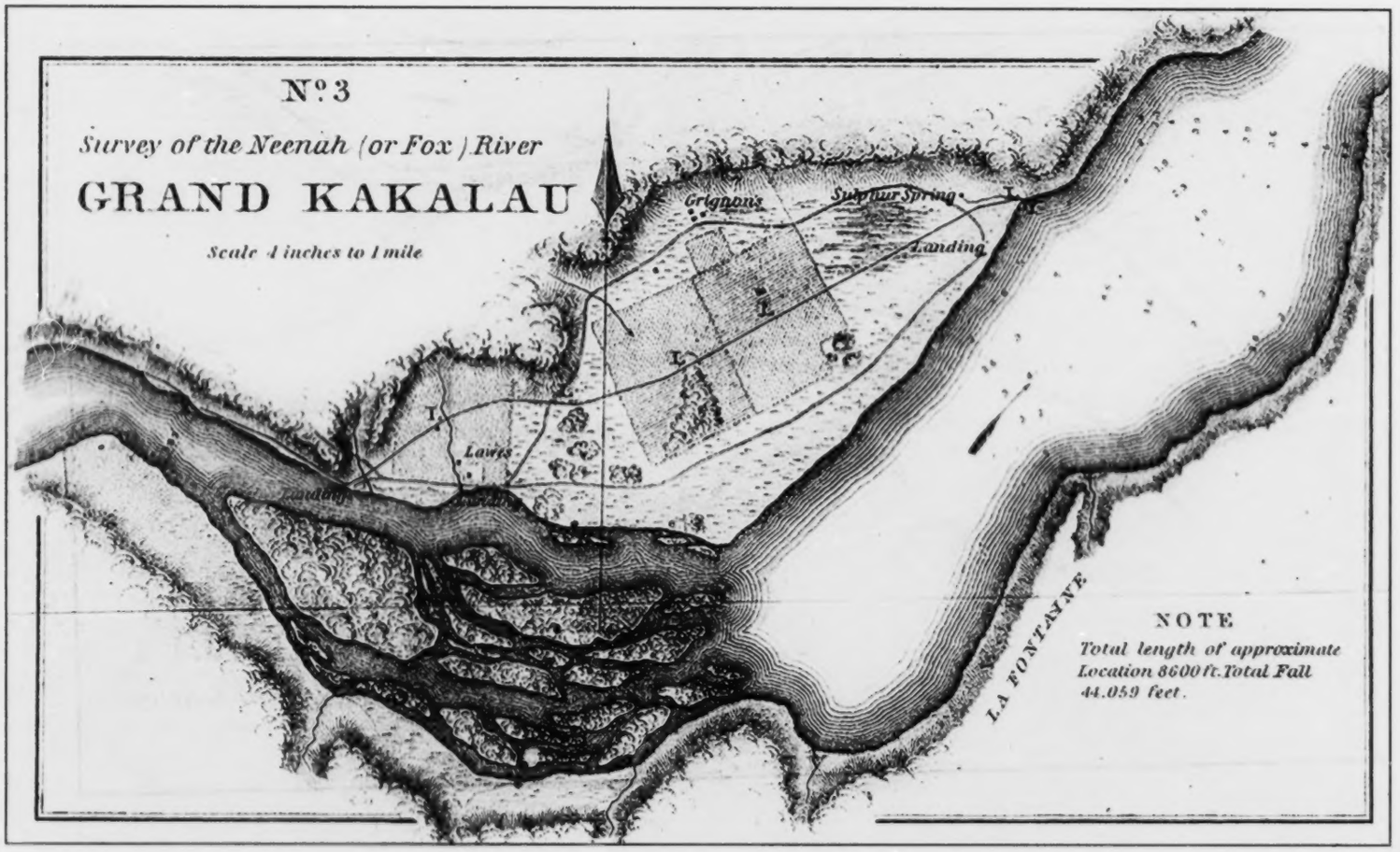
Wisconsin: A History: Chapters 6–15

History of Wisconsin: Volume 1: Chapters 8–14, 18; Volume 2: Chapter 1

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

A.4.1	Use map skills.
A.4.4	Describe the interaction between people and environment.
A.8.1	Use geographic representations.
A.8.8	Analyze interaction with environment.
B.4.1	Examine information to understand past.
B.4.3	Use various sources to understand people.
B.4.10	Explain Indian history, culture, tribal sovereignty.
B.8.1	Use a variety of sources.
B.8.11	Summarize issues of Wisconsin Indian tribes and bands.



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Lesson 3
Drafting the Wisconsin Constitution

High School Level

As Wisconsin began to prepare for statehood, early political leaders dealt with many issues while drafting the first state constitution. A convention to draft the state constitution was convened. Controversial issues surfaced when new freedoms and liberties were proposed for women and for African-American men. Because of these issues, the voters rejected the first constitution. A second convention wrote a more acceptable constitution, which passed in 1848. This activity gives students an opportunity to compare, contrast, and debate the issues surrounding women's rights to own property, to vote, and to compare these issues to present day concerns. The complexities of developing a democratic country and an understanding of the development of governing documents are a part of this activity.

Resources

Wisconsin: The Story of the Badger State. Norman Risjord. Chapter 3

Wisconsin: A History. Robert Nesbit. Chapter 15, pp. 209-225

Remember the Ladies: The First Women's Rights Convention. Norma Johnston. Chapters 1, 2, and 6

On Wisconsin Women: Working for Their Rights from Settlement to Suffrage. Genevieve McBride. Chapter 1

Copies of Wisconsin newspapers (1846-1848) which printed the first draft and final state constitution may be obtained from the Area Resource Centers (see Appendix II). The *Oehlert Guide to Wisconsin Newspapers* lists all Wisconsin newspapers. It is located in the reference section at libraries.

Copies of the 1848 state constitution can be made for all students or put on an overhead transparency. Copies are available in the State of Wisconsin Blue Book. Each school district has a free copy.

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960: Chapters 5–6

Wisconsin: The Story of the Badger State: Chapter 3

Wisconsin: A History; Chapters 6–15

History of Wisconsin; Volume 1: Chapters 8–14, 18; Volume 2: Chapter 1

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

B.12.1 Explain different points of view.
B.12.2 Analyze primary and secondary sources.
B.12.4 Assess validity of interpretations of events.
B.12.8 Explain significance of important people and their work.
C.12.14 Analyze how political and social movements mobilize public opinion.
C.12.16 Describe movements to assert rights.

Suggested Activities

1. Discuss what you know about a) when and how Wisconsin women gained the right to vote, b) how and when African-American men gained the right to vote, and c) what is meant by women's rights.

2. In groups or individually, read and interpret the secondary resources listed. Questions to answer and summarize for class discussion:
   - How did the 1846 and 1848 state constitutions differ from each other?
   - Why did the 1846 constitution fail to pass into law?
   - What were the major social and political movements going on in Wisconsin and in the United State at this time?
   - Why was it important for women and African-American men to vote or not to vote?
   - Explain how your understanding of women's and African-Americans' rights changed.
   - Does the information differ from one source to another?
   - Identify the pros and cons of Wisconsin women voting and owning real estate separate from their spouses or fathers in 1848.
   - How do the issues of 1848 compare with women's issues and African-American rights today?

3. Read the section of the 1848 State Constitution dealing with suffrage: "The suffrage article extends its privileges to all citizens." Study the language and define the interpretation of the word "citizens."

4. Using your readings and discussion, prepare and produce an 1848 news report on video, a newspaper headline and article, or a cartoon.

5. Review the findings of this assignment when studying the Progressive Era.

Additional Resources for Chapter III

(ES) Elementary School
(MS) Middle School
(HS) High School

Books for Teachers

Atlas of Great Lakes Indian History. Helen Hornbeck Tanner; University of Oklahoma Press, 1987. Colorful maps show the shifts and changes in the region's Indian communities from 1640 to 1871.

Black Hawk: Sac Rebel. Nancy Bonvillain; Chelsea House, 1994. Call the State Historical Museum Shop, (608) 264-6565. (MS)(HS)

Chippewa Treaty Rights: The Reserved Rights of Wisconsin's Chippewa Indians in Historical Perspective. Ronald N. Satz; Wisconsin Academy of Science, Arts and Letters, 1991. A study of Wisconsin Chippewa treaty rights intended to help readers understand and appreciate the Wisconsin Indian treaty rights. Contact University of Wisconsin Press, (800) 621-2736.

Mountain Wolf Woman, Sister of Crashing Thunder: The Autobiography of a Winnebago Indian. Nancy Oestreich Lurie; University of Michigan Press, 1961. The life story of a Winnebago Indian woman, including her childhood in Wisconsin.

Native American Communities in Wisconsin, 1600-1960. Robert E. Beider; University of Wisconsin Press, 1995. Four centuries of change and adjustment are overviewed for the Ojibwa, Potawatomi, Menominee, Ho-Chunk, Oneida, Stockbridge-Munsee, and Ottawa people of Wisconsin. Contact University of Wisconsin Press, (800) 621-2736.

Night Flying Woman: An Ojibway Narrative. Ignatia Broker; Minnesota Historical Society Press, 1983. The author shares the Ojibway philosophy of living while recounting the life of her great-great-grandmother.

State of Wisconsin Blue Book, Wisconsin Legislative Reference Bureau, Joint Committee on Legislative Organization. Published biennially in odd-numbered years. Contact your State Senator or State Representative to request a free copy. A free study guide is available from the Legislative reference Bureau. Call (608) 266-0345.

Wisconsin Indians. Nancy Oestreich Lurie; State Historical Society of Wisconsin, 1987. A concise, easy-to-read account of Wisconsin's native peoples from the treaty-making era to the 1960's. Contact University of Wisconsin Press, (800) 621-2736.

Books for Students

Across America on an Emigrant Train. Jim Morph; Clarion, 1993. This book includes pictures of the immigrant experience in the late 1800's. Several Wisconsin pictures are included. (ES) (HS)

Back to Beginnings: The Early Days of Dane County. Bobbie Malone; Dane County Cultural Affairs Commission, 1998. Traces the history of Dane County from pre-settlement times through the Civil War. Available in all Dane County community libraries and fourth grade classrooms. A limited number is available to the public at the Dane County Executive's Office, Room 421, City-County Building, 210 Martin Luther King, Jr. Blvd., Madison, Wisconsin 53703. (ES)

Black Hawk: Frontier Warrior. Joanne Oppenheim; Troll Associates, 1979. Call the State Historical Museum Shop, (608) 264-6565. (ES)

Black Hawk: Sac Rebel. Nancy Bonvillain; Chelsea House, 1994. Call the State Historical Museum Shop, (608) 264-6565. (MS)(HS)

Dr. Beaumont and The Man With The Hole in His Stomach. Sam and Beryl Epstein et al.; 1978. Dr. Beaumont made important discoveries about human digestion by experimenting with a wounded man's stomach. Dr. Beaumont worked at Fort Howard in Green Bay and Fort Crawford in Prairie du Chien. (ES)

Learning from the Land: Wisconsin Land Use. Bobbie Malone; State Historical Society of Wisconsin, 1998. The new *Badger History* series. Students learn about interactions of people with the natural geographical features of Wisconsin. Teacher guide with same title. Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)

On Wisconsin Women: Working for Their Rights from Settlement to Suffrage. Genevieve G. McBride; University of Wisconsin Press, 1993. Traces women's work in reform movements in Wisconsin. Contact University of Wisconsin Press, (800) 621-2736. (HS)

Remember the Ladies: The First Women's Rights Convention. Norma Johnston; Turtleback, 1995. Readable proceedings of the first women's rights convention organized by Elizabeth Cady Stanton and Susan B. Anthony in 1848 in Seneca Falls, New York. (HS)

Wisconsin: A History. Robert C. Nesbit; University of Wisconsin Press, 1989. Single-volume history of our state. Contact University of Wisconsin Press, (800) 621-2736. (HS)

Wisconsin: The Story of the Badger State. Norman Risjord; Wisconsin Trails, 1995. A one-volume history of Wisconsin from the Ice Age to modern times. (HS)

CD ROM

"Wisconsin: Celebrating People, Place and Past." Wisconsin Educational Communications Board, 1998. Allows students to explore Wisconsin history and geography from prehistory to the present. Teacher guide available. Contact the Wisconsin Educational Communications Board at (608) 264-9693 or visit its website: http://www.ecb.org. Each school district has received one free copy. (ES)(MS)(HS)

Videos

"Battle at Bad Axe." 1832. Mississippi Valley Archaeology Center, 1993. The story of clashing cultures during the settlement of western Wisconsin and the upper Midwest. Available from Archaeology Education Program, 1525 State Street, La Crosse, Wisconsin 54601. (HS)

"Can You Name the Three Branches of Government?" Law-Related Education Committee of the Wisconsin Bar, 1998. Specifically about Wisconsin with known Wisconsin personalities. Contact the Wisconsin Bar, (608) 250-6191. (MS)

"Investigating Wisconsin History." Wisconsin Educational Communications Board, 1998. Designed for the fourth grade, this twelve program series poses questions about Wisconsin's past and uses historical evidence to answer them. The series can be taped from Wisconsin Public Television. Teacher guide available. For programming information, contact the Wisconsin Educational Communications Board at (608) 264-9693 or visit its website: http://www.ecb.org. (ES)(MS)

"Wisconsin Government." Hawkhill Associates, 1988. Examines how Wisconsin became a state, tours the State Capitol, and explains how government works. Available from Hawkhill Associates, 125 East Gilman Street, P.O. Box 1029, Madison, Wisconsin 53701-1029, and the Wisconsin Reference and Loan Library. See "Institutions and Organizations" in this publication. Teacher's guide available. (ES)(MS)(HS)

"Wisconsin Stories: This Place We Call Wisconsin." Wisconsin Public Television and the State Historical Society of Wisconsin, 1998. This five-part series, each one hour in length, tells the story of Wisconsin and its people. For programming information, contact the Wisconsin Educational Communications Board, (608) 264-9693. Information about lesson plans are available on the companion website, http://www.ecb.org. (HS)

Chapter IV
Immigration and Settlement

Lesson 1
Life in Territorial Wisconsin

Elementary/Middle Level

English immigrant, Reverend Matthew Dinsdale (1815-1898), arrived at Kenosha (then called Southport), Wisconsin on October 8, 1844 as a circuit rider. After briefly settling at English Prairie, Dinsdale joined the Rock River Conference and was assigned to the Potosi circuit in the lead mining district of southwestern Wisconsin. He virtually lived in the saddle, going from cabin to cabin gathering settlers together for Sunday service. Often he slept by the roadside or in the woods.

An excerpt from the original letter is included to show the style of writing. The reason for writing letters from left to right and then rotating the paper 90 degrees to repeat the process was to make efficient use of scarce paper. He continued the same pattern for two and one-half more sections, folded the entire document to the size of a standard envelope, and mailed it off to England. This style of writing was not unusual for its era. A printed version of the entire letter is included.

Resources

One-page of the original Dinsdale letter is provided with this lesson, courtesy of the State Historical Society of Wisconsin. Excerpts from the text of the original letter are also included.

Suggested Activities

1. How did people interact with their physical environment according to Dinsdale? Include references to use of land, location of communities, methods of construction, and design of shelters. (A.4.4, A.8.8)
2. Using the 1829 Lead Mining Map and the 1839 Wiskonsin Territory Map, shrink-wrapped with this book, find the exact location of sites mentioned in the letter. Are they the same on a current map? What is different? (A.4.5, A.8.1)
3. How are Reverend Dinsdale's values and attitudes reflected in this letter? To what extent are they based upon actual experiences or stereotypes? Give examples. (B.4.3)
4. Compare the social, economic, political, and cultural roles played by Wisconsin clergy in the 1840's to the role of Wisconsin clergy today. (B.4.4)
5. Identify three examples of cooperation and interdependence among individuals, groups, and nations that Dinsdale observes. Why are these actions important? (B.4.9, B.8.10)

Additional resources related to this lesson are provided at the end of this chapter

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960: Chapter 6

Wisconsin: The Story of the Badger State: Chapter 3

Wisconsin: A History: Chapters 11, 13, 15, 17, 22

History of Wisconsin: Volume 1: Chapters 6, 14, 16–18; Volume 2: Chapters 1, 2, 4; Volume 3: Chapters 6, 7, 10

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

A.4.4	Describe the interaction between people and environment.
A.4.5	Use atlases, charts, etc.
A.8.1	Use geographic representations.
A.8.8	Analyze human interaction with environment.
B.4.1	Examine information to understand past.
B.4.3	Use various sources to understand people.
B.4.4	Compare present and past life.
B.4.9	Describe cooperation and interdependence.
B.8.1	Use a variety of sources.
B.8.10	Identify science and technology discoveries and effect.

Matthew Dinsdale Letter to Family, February 14, 1845

Pedlars Creek Friday Feby 14th 1845

My dear Mother & Brothers & Sisters

As you have all been so kind as to write to me I thus formally address my letter to you all. It appears to me that you have not one of you forgotten me, and I hope you never will. You can stretch out the hand of affection even across the wide Atlantic. Your letter reached me on Saturday the first of Feby about 7 0 clock in the evening. It had thus been full two months in coming. I can my dear Mother quite enter into your feelings when *you* talk about being deprived of those who are near and dear to us, for I have in the same short space of time you mention, lost (in a certain sense) both Father and Mother, Brothers and Sisters, Relatives and Friends, Home and Country. What a loss! and yet I am still alive.

The day after your letter came to hand I began to be unwell and for a few days after I was quite confined to my room. My sickness has been a severe attack of Dysentery to which some persons in this country are rather subject. And new comers are especially subject to it.

I have left English Prairie, and I suppose I am now upwards of a hundred miles further west. My luggage is still there. As I told you, in my last I was about to go to Chicago, a distance of 50 or 60 miles. It is a place of immense trade situated on the margin of Lake Michigan, receives the produce of an extraordinary extent of country (shipping it East) and supplying the inhabitants of the portion of country with articles of merchandise. I have preached almost every Sabbath and several times during the week in different places. There is here a large field to labour in and but (in comparison with England) few labourers. Everywhere there is an anxiety to hear the Gospel preached.

I think you could have imagined me becoming an American farmer or amongst the timber dealing destructive blows upon a sturdy oak. You might have imagined me with an immense whip a little ahead of a yoke of oxen hitched to an American Waggon running six miles an hour with a half bushel of grain in my hand and perhaps thirty hogs at my heels, scattering the grain to give them a little employment. But I hasten on. On Saturday the 21st December 1844 I left my friend Peters to come out here. That is I left for the West…I had some intentions of making towards Galena; and I had two objects in view one to see the Country, and the other to try to meet with some kind of employment. I find that I have not space to give you the full extend of my journey...But I must try to say a little about the two days on which I was out. Christmas day and New Years day. I have told you that I left English Prairie on Saturday the 21st Decr. I walked that day 10 miles to Queen Ann Prairie where my companion resided, I remained all night at Bro' Valletts and Preached twice next day. On Monday morg just as the sun was rising we started in earnest. On Wednesday the 25th (Xmas day) we set off before day light from my friend's brother's House and went about two miles to take breakfast with one of his Sisters.

On the first of Jany I was alone and walked about twenty miles, it was a beautiful day, about noon I was only about four miles from Galena and ten from the Mississippi. Altogether I walked after I left Peters near Two Hundred miles more than one half of it alone, and I am now in a Store. I am about 40 miles to the [north] east of Galena and six north west of Mineral Point, where I lived three weeks. I came to this place Thursday before your letter reached me. This is what may be called a country place tho' rather populous. Nearly all the inhabitants are miners. I am quite comfortable and shall probably continue here for some time. The gentlemans name I am with is Wasley, he is a member of the Church, and a very nice man. He is married and has one Child an infant. Coming here as I did an entire stranger and at a dead time for business my wonder is that I have met with a situation at all. I am boarded in the House and till the 1st of April I have ten dollars a month. From the 1st of April I expect I shall have fifteen. This is quite as much as I could expect. And all being well It may be the prelude of something better. Thus I hope you may make yourselves quite easy on my account. I judged as my Brother has done that for the present it would be better to take a situation. But I have not said farewell to farming. I must tell John that this is an excellent country for stock, and they can be kept very cheap. Sheep do well and are very profitable. It is quite impossible for me to act for another and to say that a person should come here or go there. Everyone who comes to this Country will have to look about for

himself, and judge for himself. Many persons about here do well at Mining. Almost every day I hear of some one having struck a rich bed of mineral(Lead ore) But there is some risk in this calling as a man may labour for months and even years and find very little tho' this is not usual; the ore being so very plentiful. And no one can tell where to find it so that a novice has quite as good a chance as the most experienced in mining operations. Every one has to make trial by sinking a hole &c.

Some of the remarks I have just made will apply to Johnson Walker, and others who may think of coming. As to Mr Walker I think if he should emigrate he will not have occasion to regret the step (provided he lands safe, and that will have to be risked) I think he will be able to make a comfortable home. He would find sufficient employment as a Saddler or he might with advantage turn himself to farming. If he intends to continue at his business I think he would have to go to some town, as in this Country articles of Saddlery are purchased ready made, and chiefly in the cities and large places. The farmers here generally take a load of produce and carry back the articles they want. But they can sell their grain &c for money and then they can purchase with money what they want. If they chuse they can of course barter. I give preference to the part of the country I am now in, tho' for farming I believe I am a little too far west and I think if Mr Walker should come out here he would be satisfied. That is I think it will be best for him to land on the shores of Lake Michigan, at Milwauke or Southport. For farming operations I believe the Southern part of the Territory of Wisconsin (where I now am) and the Northern part of the State of Illinois offer inducements that cannot be surpassed in any part of North America. I suppose the best situations are all taken up but Land can be bought cheap at second hand. And a man (or woman either) would be fastidious indeed who could not be pleased.

Where I am there is an immense quantity of unenclosed land and that is free for anyone, so that a person can keep almost any quantity of stock and only have the trouble to look after them sometimes. In summer there is nothing to pay, and good hay for winter can be had for the labour of cutting the grass and leading it home to stack. The season is so favourable that hay making is no trouble, and this state of things will continue for many years. Pork is selling for 3 to 5 cents a lb Beef about the same. Flour about 2 cents a lb. Oates 25 to 31 cents a bushel. Butter 18 cents a lb. Tea Coffee Sugar Rice &c taking the average are about half the price they are in England. Stone masons have two Dollars a day, Carpenters about a dollar and three quarters, as they can work all the year. All Mechanics have about 2 dollars a day. Servant girls receive 2 dollars a week, about twenty pounds a year. About English Prairie labour is not so high, for instance a Joiner there receives a dollar a day (and I think his board) but I give you the rate of wages &c as paid here. There is no paper money current about here all is specie. And there is no copper in circulation, I do not know what it betokens but such is the fact. I think there is a very fair description of this district of country in the twelvth volume of "Chambers Journal" entitled "Eight months in Illinois". I did think the picture rather too flatering, but I begin to fancy that it may be near the truth. But it applies more specially to the South of Illinois in some particulars. The Winters about here being in general very cold, tho* mostly dry and frosty with a few inches of snow on the ground which continues for three or four or even five months. This winter there has been but little snow, the land barely covered and the weather has been variable, but very little rain. The winters here are very pleasant when the snow lays on the ground to the depth of say six inches, there is then a great deal of sleighing which is a very pleasant mode of going about.

It may be as well to say a little about the voyage for the benefit of any who may think of emigrating. A good and new Ship should be secured. Let the emigrant apply to respectable parties in Liverpool. Great caution is necessary in selection of a vessel, and the cheapest is not always the most desirable. I would recommend everyone to keep out of the Steerage... That is the place for the Irish and for filth. Employ the Ships Cook, he will be worth all he may charge; all has to be prepared for him, and he bake's roast's or boil's as the case may be. The Emigrant should find all his own provisions, takin nothing but water from the Ship. Have a good stock of potatoes a ham or two according to family, some fresh meat to last say a week, some fresh baked bread to serve a few days, but take no bread from home except it be a little oat bread, Some Flour, sea biscuits, Eggs butter preserves pickles, Tea Coffee Sug a little oat meal and whatever would be likely to "take at sea." A little of the best Brandy in case of sickness. A person should have provisions for six weeks, it would be better to have a little over rather than run short. Rice Currants and Raisins &c are good, a person at sea wants humoring some, and should not begrudge the outlay of a few shillings in making preparations; but there is a difference between having necessary articles and being extravagant. Articles of crockery had better be bought, well packed,

and other portable articles that are necessary in housekeeping. There are two extremes to be avoided in bringing luggage to this country; do not be afraid to bring what is really useful, that might fetch but little at a sale and be of value here, but on the other hand persons should remember that they are not removing to the next town, and that in coming up the country here they may have to pay smartly for their "whistle." And besides much luggage requires much attention. It is well to have a tolerable stock of clothing. Wellington Boots are much used here and may be had very cheap. If you wish to know any more you must be so good as send questions, and I will try to answer them.

I do not hear that Coopers in America make so many articles for sale as they do in England. Pails are made by machinery and are sold very cheap, and I think the farmers make their own cheese moulds. But Flour barrels are made by [hand?] and are very much used. Tailors are much in demand and get along first rate. I think no one who will be stady and industrious need fear to come, there is plenty of employment and sufficient remuneration.

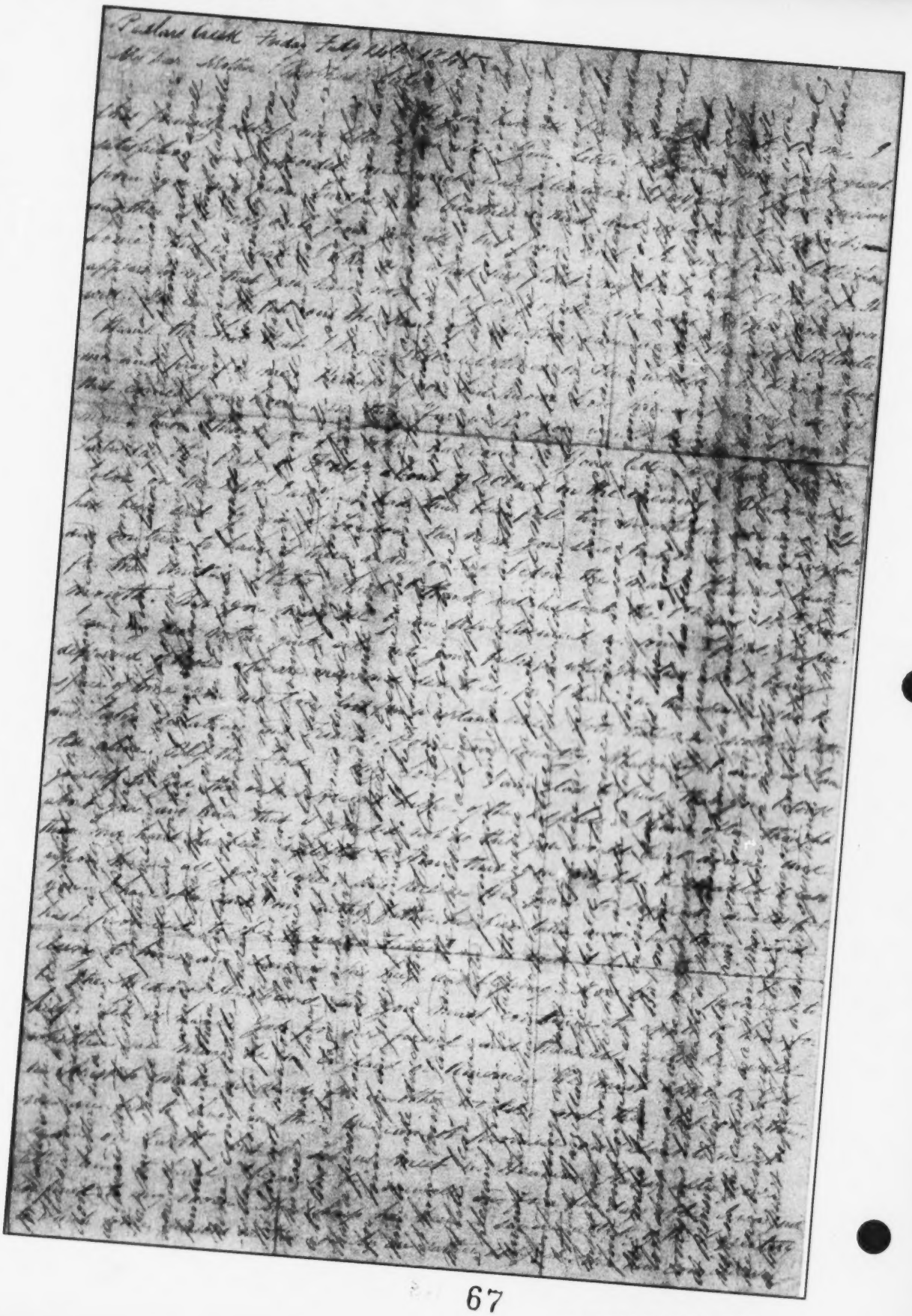
I would like you sometime to send me a pair of mittens and a pair of gloves both warm and good. They will do in a year or so. If you should not have another opportunity perhaps Barzillac may come and he can bring them. But send them by some one who can deliver them to me. Do not let either of them be all blue grey. Say the gloves white and the mittens spotted or striped. Think on warm. I find that I am almost at the end of my room but not of my tale. I would like to say something to and about many of my relatives and friends, but I cannot do as I would. I often think of them, and desire my love to them all. Names I cannot mention on account of the number. You must begin with my Grandfathers and Grandmother to go to all my acquaintance. I purpose writing in a few months to my Uncle Barritt. Next time you send to Hullet Hall tell them. I do hope if my life and health are continued that I shall see you all in this World once more. In a few years if you should not come to the United States I shall probably pay you a visit. The Lord grant it may be the case.

I shall be very glad to receive Edward's Letter of particulars. He must fill it well as I love long Letters. You must pardon all inaccuracies as I have had to write as I could. You know what Shopkeeping is.

I am with great affection your would be, dutiful Son and Brother

Matthew Dinsdale.

P.S. My address [is]
M Dinsdale
Pedlars Creek
Wisconsin Territory
North America.
Not United States



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Lesson 2

Journey of an Immigrant Family

Middle/High Level

The *Wisconsin Magazine of History* article chronicles the Remeeus family's journey from Middelburg, Province of Zeeland, Kingdom of the Netherlands, to Milwaukee, Wisconsin in 1854. Members of the family include Johannes Remeeus, age 39; Jacoba Helena Remeeus, age 39; and five children: Anna Caterina, age 17; Helena Johanna, age 11; Caterina Jacoba, age 5; Dina Antonia, age 3; and Jan Frederick, age 6 months. The family travels via sailing ship and in steerage berths. They depart from Europe on June 4, 1854, and arrive in Milwaukee on August 1, 1854, amidst a raging cholera epidemic and without any money. The detailed account of the journey includes storms, sickness, childbirth, death, hunger, and quarreling among ethnic groups, as well as passengers' reactions to the sight of land in late July. Additional information about this immigrant group and others can be viewed at Old World Wisconsin.

Old World Wisconsin is an outdoor museum of immigrant farm and village life, operated by the State Historical Society of Wisconsin. It includes ten restored ethnic farmsteads and a restored crossroads village. Costumed interpreters explain ethnic history and demonstrate traditional ethnic-American lifeways within the restored settings.

Resources Needed

"The Journey of an Immigrant Family from The Netherlands to Milwaukee in 1854." Johannes Remeeus. *Wisconsin Magazine of History*, Volume 29, No. 2, December, 1945, pps. 203 – 223. An excerpt is included with this activity, courtesy of the State Historical Society of Wisconsin.

Old World Wisconsin, S103 W37890 Highway 67, Eagle, Wisconsin 53119 (414) 594-6300.
Open daily between May 1 and October 31. On weekdays in May, June, September, and October, the museum is open between 10 am and 4 pm. There is an admission fee. The museum brochure is included with this activity, courtesy of the State Historical Society of Wisconsin.

Suggested Activities

1. Read the excerpt about the Remeeus family included in this book.
   - What can you tell about children's lives from this at that time in history? (A.8.7)
   - What can you tell from the journal about the attitudes and interactions of various immigrants? (B.12.1)
   - Using a map, reconstruct the routes taken and places visited by the Remeeus family on their way to Wisconsin. (A.8.7)
   - Compare their experience to that of recent immigrants.
2. Select a family member and write what you think her or his feelings, hopes and state of well-being were upon their arrival at the port of Milwaukee in 1854.
3. Write a play interpreting the Remeeus family's first five years in Wisconsin.
4. Schedule a visit to Old World Wisconsin near Eagle, Wisconsin. Prepare students for the visit using the materials provided by Old World Wisconsin.

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960: Chapter 6

Wisconsin: The Story of the Badger State: Chapter 3

Wisconsin: A History: Chapters 11, 13, 15, 17, 22

History of Wisconsin: Volume 1: Chapters 6, 14, 16–18; Volume 2: Chapters 1, 2, 4; Volume 3: Chapters 6, 7, 10

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

A.8.7 Describe movement of people, ideas.
A.12.7 Analyze global markets.
B.12.1 Explain different points of view.
B.12.13 Analyze change within and across cultures.

An excerpt from "The Journey of an Immigrant Family from The Netherlands to Milwaukee in 1854."

Johannes Remeeus
Edited by Henry S. Lucas

A short description of our journey from Middelburg, Province of Zeeland, kingdom of The Netherlands, to Milwaukee, state of Wisconsin, United States of America, in the year 1854. Members of our family were as follows: Father, Johannes Remeeus, age 39; Mother, Jacoba Helena Remeeus [nee Burck], age 39; and five children: Anna Caterina Remeeus, age 17; Helena Johanna, age 11; Caterina Jocoba, age 5; Dina Antonia [Dientje], age 3; and Jan Frederick, age 6 months. In memory of our children.

On the evening of May 30, 1854, we left Middelburg for Vlissingen [Flushing], after bidding farewell to our dear and kind friends we cannot easily forget. The reason we left in the evening was because the steamer for Antwerp sailed early in the following morning. We slept that night on board the steamer. Next morning at 4 o'clock the boat left for Antwerp where we arrived the same morning at 10 o'clock.

Upon our arrival, servants were already waiting for us. They took us to the office of the steamship company. We soon found, however, that they did not have very much respect for emigrants. They imposed upon us by charging 7 florins for the baggage; and there was no redress although Mr. Straus and I in April had made a verbal agreement as to the price. You can imagine that this was a great hardship for me as my purse was but a slender one; indeed later when traveling through America we were in actual need of money. Meanwhile our baggage was transferred from the steamer's hold, piled up on the dock along with the baggage belonging to other passengers, to be stowed away in the ship which was to bring us to the Promised Land.

In the afternoon we went to the hotel which was maintained exclusively for emigrants. There were in Antwerp 2,700 emigrants, mostly Germans, waiting for ships to take them to America. For four weeks the winds had been blowing out of the wrong quarter; hence no ships had entered the harbors of Holland, Belgium, or Germany.

After we had enjoyed some food every man had to help bring the trunks, boxes, and other baggage on board. We were given permission to furnish our sleeping quarters as suitably as we wished. The women, in company of Messrs. Westven and Snoep, and of Vermeulen, the agent of the line, went to see the sights of the town. I was kept busy all afternoon fixing up my berth. I used a coarse wallpaper for this purpose. I also put up curtains around the bed and did everything I could to make our quarters pleasing and comfortable for my family. The captain and helmsman observed me while thus engaged and smiled kindly, thereby showing that they were pleased with what I was doing.

When I had finished this task, I went to the hotel to get mother and the children. This was the first night we slept in the ship that was to bring us to America. It was the bark "Fedes Koo" from Portland, Maine, commanded by Captain H. Higgens.

The next morning, June 1, we were busy bringing aboard provisions for our long voyage. Later, when this labor was finished, our names were called from a list, and two men distributed the food according to the size of each family. Provisions consisted of green peas, navy beans, rice, flour, ham, salt, and a small quantity of coffee and sugar. Everything was measured or weighed and had to be signed for. We were to receive potatoes and ship biscuit each week. We also were given enough bread to last about five days.

In the afternoon we had to appear with our families before an officer who examined our papers. When he found they were in order, we were given our ship's papers.

Next we went to see something of Antwerp. In the evening we returned to our ship. Our thoughts often took a serious turn, as the reader may surmise. The children, however, readily fell asleep; but with mother and me it was different. The following morning, June 2, we went to the hotel for breakfast. In the afternoon we were required to be on board because we, as well as the other passengers, were going to have assigned places on board the ship. The Hollanders were placed on one side; the Germans on the other. The total number of passengers were 130.

In the evening we again ate at the hotel after which we went aboard. In the morning of June 3, an officer, really a sheriff [in Dutch, *waterschout*], police and doctors came on board. We all were ordered to go on deck, nobody being permitted to remain below. Lanterns were lighted, and the officers examined the entire ship below. They counted carefully to make sure there were no stowaways. The doctors examined each one of us, and as they finished ordered us to go down to our cabins. There were strict on two points: that no person having a contagious disease should sail and that there should not be too many passengers on the ship. It was the practice of companies in those days to overcrowd their ships, something the Belgian police were ordered to prevent — hence their strict surveillance.

One family consisting of a father, mother, and four children who came from the country around the city of Goes on the island of Zuid Beveland were brought to a hospital. They suggested from some form of exanthema, a malady the doctors considered dangerous to the health of passengers. Of course it was unfortunate for them to be left behind, but these precautions show how well the authorities guarded the health of imigrant passengers. Finally, with the aid of the tug "De Klok," our ship moved down the River Scheldt and at 6 o'clock we dropped anchor at Terneuzen.

During the afternoon the captain and helmsman quarreled with the ship's carpenter, the cause of which we did not learn because we could not understand their language. But when the ship dropped anchor, the carpenter left with his chest of tools. And so the ship lost the services of an invaluable helper.

The wind was blowing from the right direction and everything seemed ready for sailing. The captain sent for the Belgian pilot who asked the passengers if anyone understood the trade of ship carpenter. No, there were none. Soon he returned and asked if there was a house carpenter among us and if so, would he be willing to help, should his services be needed. A German and I said we were willing, and the pilot thanked us. The German, however, asked the pilot, who acted as interpreter, how much he would be paid for his work. The captain did not like the idea of paying for such work, according to the pilot, and the German was told his services would not be required.

I made no stipulation in regard to pay, but told the pilot I had never sailed on any boat and so was not used to going up the mast and rigging. Nevertheless, I declared I was willing to help whenever the captain should need me. The first helmsman, who had taken charge of the carpenter work, approached me, gave me his hand, and in broken Dutch declared my offer to help was deeply appreciated. Indeed, as it turned out, I never was sorry for giving my services, for during the entire voyage we were treated politely and kindly, which gained for us no little jealousy from our fellow passengers.

Before darkness set in, the helmsman and I were busy fastening the boxes. Now for the first time I learned how to drive American nails without previously having to drill holes as was necessary with the nails we used in Holland.

On June 4, at 6 o'clock in the morning, we hove anchor and soon left Terneuzen, sailing before a strong east-north-east wind. Soon Flushing and Westkapelle were out of sight and we entered the North Sea. The rocking of the boat which now began made the healthy and happy passengers seasick.

We all — Hollanders, Germans, men, women, and children — celebrated Pentecost in proper fashion. Only a few did not take part. But there was something else to attract our attention. At 6 o'clock in the evening we were in the English Channel; the dunes of Holland had long been out of sight, and we beheld the chalk cliffs of England. Having escaped seasickness so far, I tried to write a few letters to be carried to port by the pilot. But suddenly I became sick form the rocking of the ship. From time to time I went on deck, but I did not like the idea of leaving mother and children alone down below. Once when I appeared on deck the helmsman came to me, took me by the arm, and put me between two kettles, near the bowsprit. He advised me to draw deep breaths of fresh air, which agreed with me. Other passengers followed this advice with excellent results. Soon I was able to work, and all day I kept myself busy. Before evening we passed Dover Castle, the Isle of Wight, and the lighthouse of Don Jones. Here we saw a brig which has been on our starboard all day, also a bark and two two-masted ships.

On the morning of June 5 we sailed out of the English Channel, and so far as our eyes could see westward we beheld nothing but water. Now we were on the Atlantic ocean. We sighted a steamboat bound for Falmouth. We got used to the rolling and pitching of the ship, and the people began to feel better. We had better appetites, and each of us in turn began to cook something to eat. We still had a favoring wind.

On June 6 fair weather and a stiff breeze. Our Caterina was the first child to appear on deck. She found a piece of rope and started jumping rope as she used to do in the streets back home. She would not understand why the captain forbade her to do this. Soon more children came on deck. Toward evening the farmer from Goes fried ham and pancakes.

On the morning of June 7 we communicated with a schooner enroute to Lisbon. This ship came so close to us that we could plainly hear its crew talking, and everything on deck was clearly visible. We lowered a boat, and when our captain returned he brought a box of lemons and a box of dried prunes.

Until now we had fair weather. But toward evening we met contrary winds. It began to blow very hard, and we saw immense shoals of fish which, according to the sailors, signified an approaching storm.

June 8. Nothing worthy of note. We passed a bark, a schooner, and a brig.

June 9. Ditto. This day a baby was born to German parents. As soon as this became known, the captain and the helmsmen made the necessary arrangements to help them and assigned special quarters to them. Considering the limitations of our space, the room soon was made as comfortable as possible; but it was not, of course, a proper room in which a Dutch mother usually delivers her baby. The child was born without the aid of a doctor. Our Dutch women on board were surprised at the manner the baby was taken care of. In Holland such things received far more elaborate attention. All this gave our Dutch women a great deal to talk about.

June 10. During the day calm weather, but toward evening the wind started to blow.

June 11. Today, the hardest wind we had as yet experienced. Many were sick, and mother who had been feeling so much better for the past few days was compelled to go to bed. The ship rolled violently.

We now learned what a terrific force water exerts when stirred by a gale. The ship seemed not to respond to her sails but only to the white-capped waves. Our boxes and trunks broke loose out of their crates, and were thrown from one side of the vessel to the other. One must witness the havoc such a storm causes on board a vessel to believe it. Kettles, bottles, night-chambers, and everything not nailed down rolled from port to starboard. The wind varied — now it died down a little but soon returned with unabated fury. There was much rain until June 15.

Meantime the Hollanders quarreled with the German over the time they could cook their food. But these differences did not amount to much. As soon as the helmsman heard of it, he ordered that each of the two groups should be first on alternate days and anyone who ignored this rule should help clean up the deck. This worked splendidly, for the ship below was as spic-and-span during the rest of the voyage.

We saw only one bark that day [June 5], a lot of fish, and sea swallows. Our first helmsman, who was a expert harpooner, tried to catch some of the fish. He was nearly successful on two occasions. He struck the fish with the harpoon, but in trying to haul them on board they slipped off against the side of the vessel, which we regretted very much.

On June 16, Fair weather. Sea calm. At 6 in the morning a three-masted ship coming from America hove in sight. Late that evening we witnessed an example of effective discipline on board a ship. Our first helmsman, a man of strong character capable of maintaining order, had become well acquainted with the passengers. there was an unmarried German couple on board. The man was a Mr. Smid[1], the girl was known as Dora. The helmsman had teased them a great deal, but the couple seemed to think the officers would not molest them. Some of the passengers were suspicious of their conduct and informed the helmsman. This evening the helmsman hung up his lantern in the accustomed place and decided to investigate. Ordering one of the sailors to stand guard, he investigated the sleeping quarters and found the reports were true. With some difficulty the woman was removed from her berth. Mr. Smid was placed in the coal bin in the bow of the ship while Dora was locked up somewhere in the stern, where they remained for the night.

June 17. Very agreeable weather. Unfortunately mother could not come on deck because our little Frederick, who was too young to take any food except his mother's milk, suffered greatly. The poor child cried all day and night.

At 10 o'clock Smid and Dora, the two lovers, were led out of their confinement and brought before the captain. A sailor acted as interpreter. The captain lectured them severely and ordered them to lead a more moral life. Thereupon the couple, being ashamed, were given their freedom, but for several days remained between decks.

In the afternoon the helmsman caught large fish, a so-called "seahog," which provided us with some entertainment. After it was killed, being butchered like a pig, it was cut up and prepared for food. Some of its red meat was salted. The fish fought so vigorously that in being hoisted aboard, its tail struck a privy standing in the bow, hurling it overboard. I was ordered to make a new one, which kept me occupied for some time.

June 18. In the morning agreeable weather, but a contrary wind. Every passenger received a portion of the fish we caught yesterday. We cut it into slices and pounded it much as one prepares beefsteak. We fried the meat with some ham, and the whole including fried potatoes provided very delicious.

Toward evening one of the sailors was placed in confinement. He had been talking with one of the passengers, which was against the rules of the ship. When the officers took him to task for it, he became saucy and insulting.

June 19. This is the first beautiful Sunday since we set sail. In the afternoon the Hollanders asked permission to conduct a religious meeting. Mother Westven prayed and, moved by our situation, we sang many a beautiful psalm. Toward evening the weather turned cold and raw, but during the night the wind died down somewhat.

June 10 and 21. Quiet weather. Snoep and I were on deck as late as 12 o'clock, and we witnessed a fire at sea. It seemed as if our ship was sailing through a mass of fire [really St. Elmo's fire]. A beautiful and imposing phenomenon which well might move the hardest among us and fill us with respect for Him who said, "Mine is the sea."

June 22. Stormy in the morning; and there was some seasickness. During the day the sea became somewhat calmer, but the ship rolled violently nevertheless. We saw a brig and a bark. Our Dientje drank some hot coffee and scalded her mouth.

June 23. Fair weather, the ship was steady. In the evening the Germans fittingly celebrated Saint John's Day, which also was the twenty-fifth birthday of one of their group. This man was escorted to the aft deck where his sister presented him with a bottle of Rhenish wine, of which they had a plentiful supply. In the neck of the bottle was placed a palm branch to which were tied a piece of sausage, a lemon, some dried prunes, etc. After having given him our congratulations, we all drank his health with many bottles of beer which the captain had in store. We also proposed a toast to the captain, the officers of the ship, and in fact everybody and everything. That evening we learned how the Germans surpassed all other peoples at singing.

June 24. Nothing noteworthy during this day. Toward evening we saw flying fish and again witnessed St. Elmo's fire.

June 26. Fair, cool weather; but the wind continued from the west, and the ship made little progress. Toward evening another ship passed to our starboard. She was a frigate.

June 27. Fair weather, the first really pleasant warm day. The passengers played all kinds of games, and the children amused themselves. Mother came on deck, but could not stand it very long. I repaired the chicken coop and the hog's pen.

June 28. Again fair weather, but the ship made only slow progress. The Germans celebrated Saint Peter's Day. They sang and drank some wine while one of their group played a violin. We heard the blowing of a big fish after it was dark, but to our regret could not see it.

June 29. Beautiful weather in the morning. In the afternoon the wind began to blow, increasing in intensity toward evening so that we became anxious. The hatches were closed and secured, the sails hauled down. The bark rose on the white-capped waves and dropped down in the hollows. Everything was thrown about helter-skelter, and we could not sleep. A bad night for mother and our poor little boy.

June 30. The sea calmer today. The captain called our attention to a big yellow sea turtle, but Snoeps and I, in spite of all our efforts, were not able to catch it. In the afternoon a sail approached from the east and came so close to starboard that the officers spoke with ours by means of a speaking tube. This was the packetship "Robert Wiltrop" from Liverpool, bound for Baltimore. She had fifty passengers on board.

July 1. Early this morning the captain called our attention to a big shark swimming alongside our ship. In the afternoon the wind started to blow and again we had a stormy night.

July 2. Nothing new; a ship in the distance.

July 3. Good weather in the forenoon. In the distance a ship, perhaps the same we saw yesterday. This day the two black pigs which remained were butchered by one of the Germans. Scalding water was used to clean them whereupon they were hung up on the deck. Again a ship in sight.

July 4. Declaration of Independence, which is celebrated by every American. So did we. Early in the morning flags were run up, and at 8 the crew fired salutes. One man who had been a dealer in fireworks got permission to open a box of guns. Everybody who had a liking for shooting could do as much of it as he wished. At 10 one of the pigs were distributed among the passengers. Saw many fish, also a ship. We had a fresh breeze; the evening was fair but cold. At the request of Mr. Westven, the captain gave the Hollanders permission to sing psalms. The captain sang the last psalm with us. We were approaching the Newfoundland Banks.

July 5. Weather very cold. Captain and helmsman with instruments making observations from the rigging. At dawn the helmsman awoke Snoeps and me to show us an iceberg we had expressed a desire to see. We could see it plainly without the aid of instruments. The day was cold, but the men remained on deck all day in order to see the icebergs that lay on both sides of our ship. One of the icebergs had the form of a village church. The officers estimated the last one we passed was about 160 feet high. We were struck with awe beholding these vast masses of ice gleaming in the sunlight and silently floating by. I shuddered when I thought of the great danger those icebergs were to the ships that crossed their path. We saw many large fish spouting water and believed they were whales. The air was cold, but we had a beautiful night. The officers placed a lantern at the bow and kept watch.

July 6. A happy day for all of us. Early in the morning we sailed through a fleet of more than a hundred vessels catching cod and soon left them behind. Later in the day the weather became foggy and rainy. Toward evening the wind shifted to the east. But soon the weather cleared and we enjoyed a beautiful sunset. The moon also was beautiful, and so calm was the sea that we could not persuade ourselves to go to our berths. Late in the night we passed a fishing vessel at a stone's throw.

July 8 and 9. Nothing new. Wind steady but from the west and southwest. The delicacies we had been eating from the beginning of the voyage were nearly gone. Also sugar and vinegar were nearly exhausted. Potatoes became worse each day and drinking water was becoming brackish. Everybody was tired of peas and beans.

July 10. Nothing interesting. We now were drifting along the Grand Banks. All the passengers were on deck. Some were sewing, some darning or knitting; some reading, writing, or playing; some cooking meals, and some so wearied from the voyage that they did not know what to do. Mother and little Frederick also were on deck.

July 11. Much rain. A schooner came in sight.

July 12. The helmsman harpooned a big fish. As before , the meat was divided among all of us, which we appreciated. In the evening we saw a big fish spouting water.

July 13. The wind remained contrary. In the morning it was wet and dreary, but in the afternoon clear and bright. The passengers were eagerly expecting the sign of land. In the evening a fishing boat at port, a bark at starboard. the evening was beautiful. I believe no writer or painter has ever made an adequate portrayal of a calm night at sea.

July 16 and 17. A mist covered the sea, but the sun shone brightly above. We could scarcely see three ship lengths ahead. A quarrel broke out between the Germans and the cook who complained that they had lit a fire after 6 in the evening.

July 18. The sea was quiet, and in the evening a clear sky. Again we saw sharks near the ship. When the moon rose, we noted clouds to the south — visibly portending a thunderstorm. Again we saw St. Elmo's fire. We sailed by a ship, more closely than ever before.

July 19. Weather calm. The ship, moving against a strong current, seemed to go backward. Big and small ships appeared all day long. In the evening a large English steamer passed by.

July 20. A stiff breeze from the east. We were pleased, and many passengers declared they would gladly be seasick for a day or two if only the ship would progress.

July 21. Beautiful sunrise. Also many ships, and at 8 P.M. a light in the distance, supposedly a lighthouse as it actually proved to be after an hour's sailing.

July 22. Warm weather, and suffocating below deck. Little or no breeze. We were excited and could scarcely sleep. At about 11 o'clock A.M. we dropped anchor. Opposite, in Boston Bay, an island with the quarantine station on it. Here we were to remain all day until given orders. All useless objects were discarded. The helmsman even threw overboard some of the wooden shoes and caps belonging to the girls from Goes and Zierikzee. We were ordered to clean up everything and scrub the deck below., and make ourselves presentable. Next morning we put on our best clothes. The health officers came aboard early and examined everyone. The complimented the captain and officers on the cleanliness of ship and passengers, and took the captain with them to the island. After an hour our captain returned. Loud hurrahs went up from all of us; hats and handkerchiefs were waves, and he literally was carried from the boat into the cabin, visibly pleased with the ovation. Soon a tug appeared to bring our ship into the bay on which the city of Boston is built. there were many steamers and sailing ships around us. There also were pleasure boats, nicely gilded and painted. We noted some steep cliffs on which were erected lighthouses. At 1 o'clock we arrived in Boston. As it was Saturday and no trains were running in New England on Sunday, we were given permission to stay on board till Monday morning.

More than once I had told the officers of our ship of my disappointment in not being landed in New York because our tickets read from that place. We had been on board only a short time when we learned that our ship's destination was Boston. I told them that I feared I would miss my connections entirely because I carried from the commissioner of emigration at New York a letter of recommendation to help us on our journey as quickly and as cheaply as possible and protect us against swindlers. The helmsman promised me he would see the captain

about this point, and he faithfully kept his promise When we were drawing near Boston, the captain called me to his cabin. It was difficult for us to understand each other, but he informed me that he would gladly map out for us our trip inland. He advised that we should not listen to anybody — English, Germans, Irish, or Hollanders — no matter how elegantly they might be dressed or how refined their manners. I informed my fellow passengers about his suggestions, and nearly all of them accepted them. Our bark was towed to the dock, and several people tried to board it but failed. Nevertheless, they repeated the attempt. The captain accordingly went ashore to bring a police officer to stand guard, and all those who had no business on board ship were turned back.

In the afternoon the captain brought on board a man representing the railroads. The heads of families and the single men, called into the cabin one by one, paid for their tickets, including fare for boat and railroad. Children under ten paid half fare. Our tickets and those of our friends who like us were destined for Milwaukee were issued by the Boston Railway. I was the first to get tickets and Snoeps also got his very soon. Being free now to go ashore we bought some fresh milk and bread. We had never gotten used to the black coffee we drank on our voyage. The weather was very hot, and so we each bought a straw hat. We suffered a good deal from the heat in spite of the fact we had taken off some of our clothes.

I now wrote a letter to Mr. Van Den Broecke at Rochester informing him that his parents had arrived with us at Boston and not at New York as had been planned originally. As I wanted him to have this information as soon as possible, I made it a short letter and without delay dropped it into a letter box.

Early Sunday morning Snoeps and I went ashore to see as many of the sights of Boston as the heat would permit. Boston is one of the oldest and wealthiest commercial centers in the United States, built in a half circle along the bay, like an amphitheater. Streets were laid out on the tops of high rocks; and there were gushing fountains, beautiful parks, and elegant houses, some built with red pressed bricks, other constructed with rough hewn stone or with hard blue colored stone. There also were thousands of houses built of wood, but these were none the less attractive on that account. They indeed were master creations of domestic architecture.

That evening we made ready to leave Boston on the first immigrant train and packed up our belongings.

Monday morning at 6 we left the ship which had been our home for the past fifty days. We did so with a feeling of regret in spite of the fact that the ship when we first embarked at Antwerp had given up a poor and miserable impression. But we were looking forward to our journey to our destination and left without hard feelings. Early that morning a baby was born on board. The father Hendrik Moorman came from Kattendijke on the island of Zuid Beveland, and his destination, like ours, was Milwaukee. But their family was well cared for until they could resume their journey.

One of the officers accompanied us to the station and acted as our interpreter. They weighed our baggage, and we were assessed $18 more than we had expected, which so depleted our purse that we felt downhearted. I cannot decide whether we were cheated; a few said we were not, but others insisted we had been swindled. But I paid for our excess baggage for the entire journey to Milwaukee and received a receipt. At 12 o'clock we left Boston.

Springfield was the first station at which we stopped. Here we had a sad accident. A child belonging to one of the Germans who had crossed the ocean with us was thrown out of the car when the train suddenly began to move. The child fell under the wheels and both arms were cut off. The sorrowing parents had to take their child to the hospital.

At 4 o'clock A.M. we arrived at Worcester, a good-sized factory town with some foundries. Although free to leave our coaches because our train was not to leave until 12 o'clock, we stayed on the train. We were much annoyed during the night by strange Irish people, a low class who had attained to only a slight degree of civilization. The train crew had hitched about eight coaches on to the rear of our train, all crowded with immigrants. I noticed that the cars carrying our baggage ever since we left Boston no longer formed a part of our train. I had taken precaution, however, to take down the number of the car and noting its color.

Riding through the state of Massachusetts we beheld wonders of nature impossible to describe adequately, at least for one who had never traveled farther from Zeeland than Gelderland and had never seen anything but level country. Here we saw gigantic rocks out of which road beds had been hewn, something that must have cost an enormous amount of labor and money. We passed through tunnels cut out of solid rock, so long that they required more than a quarter of an hour for our train to pass through. While passing through such tunnels we rode in darkness seeing nothing but the sparks of the locomotive. We also passed by bridges high up between mountains while below in the streams water rushed on its way with thundering noise.

Early in the morning of July 25 we arrived in the State of New York. The scenery had changed — how beautiful nature now was! This state had made much progress, for on every hand were cities and villages on mountain sides as well as in the valleys, many of which had their own railroad stations at some of which our train stopped in order to take on water. At 12 o'clock we reached Albany and had to leave our train. Here we crossed the famous Hudson River on ferries, which continually crossed from bank to bank, thus taking the place of bridges.

Each ferry boat was divided into three compartments — one on each side for ladies and gentlemen and provided with comfortable seats and covered with a roof; and the center, a large space sufficiently wide to carry carriages of every description. During the morning I had gotten a cinder in my eye while our train was passing through a tunnel. This gave me so much trouble that as soon as possible we went to a doctor who quickly relieved me of my pain. But it cost me $1.00 which shows that American doctors want sufficient remuneration for their services.

The first hotel or boarding place at which we stopped in America was in Albany. Its proprietor was a German. We considered ourselves fortunate because we arrived at this hotel before the others who traveled on the same train as we did. Three Dutch families from Walcheren were staying here. The other Hollanders and their families found quarters elsewhere. We were well pleased with the meals served at the hotel. Mother and our dear little sick child, after the long voyage and the journey on land during which they experienced many hardships, craved a good night's rest. But how we were disappointed! During the evening the boardinghouse was filled with guests and the heat was unendurable. The guests were constantly going up and down the steps and trying to open our bedroom door. We were afraid they might do us some harm and so we slept little.

Many Hollanders who lived in Albany visited us that same evening and also the following morning. They gave us some good advice about our railroad trip. A former Amsterdam said, "Don't be afraid on account of our baggage. If it has been put on the car in Boston, it will arrive in good order at Buffalo. But so soon as you reach Buffalo, you will have to look after it in order to have it shipped across the Great Lakes."

We also received the bad news that cholera was raging in the Western states and that the epidemic was claiming many victims. This information deeply affected us, but you can imagine how at this moment of depression I was pleased when a well-dressed man came rushing into our boarding place at about 10 in the morning asking in one of the dialects of Zeeland, "Is Remeeus here?" I replied, "Here I am!" It proved to be Van Den Broecke from Rochester. "Where are my father and mother?" he asked. They had gone out for a short walk. On the streets their odd costumes had attracted the attention of children. Thus surrounded, Van Den Broecke discovered them and, deeply moved, he forced himself through the crowd and embraced his parents. Such a welcome! In Van Den Broecke we had a trustworthy guide for the journey as far as Rochester. And as agent and advisor for our group I was thankful for his help.

Our bill at the hotel was $6.00,. a large sum for a poor immigrant. I exclaimed, "What, $6.00?" For I know that 6 Dutch *rÿksdaalders* [15 guilders] were equivalent to $6.00.

After we had looked up a few other acquaintances of former days, we boarded the immigrant train that was to take us to Rochester. We left at 12 o'clock and passed through towns and villages many of which seemed prosperous. It was startling how after having heard so many strange place names which we could not pronounce we noticed some familiar ones like Harlem and Amsterdam. During the evening we passed through Syracuse, a thriving city boasting several thousand inhabitants.

The following morning, July 27, we arrived at Rochester. We wanted to spend a day here in order to visit some old acquaintances from our home town Middelburg. But the train stopped here only for a half hour. Rochester is a very large city, having more foundries than are to be found in all Holland and enjoying an immense commerce in flour. Some of the mills in Rochester have steam engines but most of them utilize water power.

From our car windows we beheld the Genesse River which at this point had a drop of ninety feet. But more interesting was the Erie Canal with its great locks regulating the water. It looked as if the canal carried its water over the city. Through it hundreds of barges drawn by horses moved from Albany to Buffalo.

We passed Batavia and arrived at Buffalo at about 2 o'clock P.M. Here we had to leave our train, but we could not proceed at once to our destination because our baggage had not yet arrived. On account of the high prices charged in boarding-houses our fellow travelers — farmers from Zierikzee and Goes — decided to leave one member of each of their families in Buffalo to look after their baggage, and cross Lake Erie that same night.

We still had to travel nearly a thousand miles, and I did not have enough money left to pay for a single night's lodging for my family. In those days there were no immigrant stations to help people like us. With a dejected feeling, Westven, Snoeps, and I went to buy bread and butter. Westven wanted to see a certain Mr. Huissoon, for he carried a letter of recommendation addressed to him. I had to deliver a letter to a Mr. De Graaf from his family in Holland. After a long search, finally at half past four, I knocked at his door, and I was received most cordially. They lodged my wife and children. During the evening a few other Hollanders called. Snoeps and I spent that night at the home of a Mr. Post, formerly a baker in Middelburg. They were very friendly and gave us every encouragement.

Buffalo is a large and beautiful city. We saw so many strange things there that it would be difficult to relate even a small number of them. But the pavement of the streets in American cities, young as compared with those in Europe, left much to be desired.

On July 28 at 12 o'clock we met the train which carried our baggage. Nothing was missing, but the boxes had been damaged very much, owing to rough handling, in spite of the fact that I myself had taken special pains to make them extra strong.

Snoeps and I drove extra nails here and there to strengthen the boxes. In later years I often wondered how in this crowd of people we ever managed to accomplish what we wanted. Here were Americans, Irish, Norwegians, Swedes, Dutch, and Germans; and everybody in that heterogeneous crowd tried to get his belongings transferred to the steamboat that was to carry us across Lake Erie.

It was 6 that evening when we got our baggage on board. We were sweating, covered with dust, and very tired. Snoeps and I went to get my wife and children, boarded the steamer, and at 9 o'clock left for Detroit. This was a large steamer luxuriously furnished and provided with the best of accommodations. But alas! we poor immigrants had to sit with our baggage. There were more than 2,000 passengers on board, and each of us had scarcely five square feet on which to sleep, and with that we had to be satisfied during the whole night. But, and this was worse, a fearful storm came up. There was much thunder and lightning, and the water was as rough as one ever sees on the Atlantic. But during this dismal night we experienced the Lord's saving hand. In the afternoon of July 29, we arrived at Detroit, a large and well-known city situated on Lake Erie opposite

Canada. I cannot write anything about the city itself, for the dock at which we arrived was situated near the railway station, and in being transferred to our train we accordingly could not see much. On account of the storm our ship was late in docking. The train was ready waiting for us, and we were hurried as fast as the horses could carry us. How thankful we were that with God's kindness the fierce storm had provided us with good food sufficient to last until we reached Milwaukee. The passengers, overwhelmed by fear and seasickness, had not touched their supper, and for a few Dutch dimes [*dubbeltjes*] we were permitted to take as much of the food as we wanted.

Again we were on a train, and the farther we traveled westward the poorer the equipment of the immigrant trains. Our cars were no better than freight cars, and we sat on benches which gave us great discomfort. During the past eight days we had slept but one night. Traveling became almost unbearable because of the jarring of the train which sped rapidly in order to arrive at its destination on scheduled time. A member of our fellow passengers were mine workers who had just returned from California.

We had a burning thirst, and only at the stations, wherever the train stopped, could we get water. As the train did not wait for us while we filled our jugs, we always had to hurry. Considering all we had to go through it is a wonder that courage never left us. We made a short stop at Kalamazoo, 140 miles from Detroit. There a few Hollanders left us, some to stay in Kalamazoo, others to find employment in the vicinity.

Toward evening a six-year-old child belonging to Norwegian parents fell from one of the cars, landed under the wheels, and was instantly killed. The little corpse was taken from the train at the next station. It must have been a sad experience for the poor parents thus to lose one of its members and to be unable to attend the funeral.

The train passed through some rocky county. Suddenly it slowed down, and we thought we were approaching some station. But there was a cry of "Fire! Fire!" which filled us with consternation. One of the baggage cars was on fire, but it soon was under control. A Swede had stored a large quantity of matches in a box which, when ignited, threatened to set the whole car afire. But, praise the Lord, little harm was done; we were only terribly frightened.

Sunday morning, July 30, was beautiful. Our route lay through enchanting regions, extensive forests, magnificent views which we had from the hilltops, and extensive valleys — all wonderful and beautiful. Surely any person with plenty of money would be happy to travel for days through such beautiful and ever changing scenery. But traveling as we did on an immigrant train — accompanied by small children some of whom were sick, unable to obtain any but the commonest necessities, and above all sweltering in unbearable heat — was a sore trial, enough to make us downhearted. But it was through God's kindness that we were safe and able to see and enjoy as much as we did.

Late in the afternoon we arrived in Chicago. Our train went over a long trestle erected on piles. This bridge crossed some arm or inlet of Lake Michigan. Chicago, although a youthful city, already boasted a population of many thousands.

Cholera was raging in Illinois and Wisconsin, and it was with great fear that we entered Chicago. It was quite dark when I found a place for my wife and children. I had only one dollar in my pocket. Snoeps and I decided to walk around the city and rest here and there, out on some bench. At the station we had been told that our baggage would arrive on Monday morning. We feared that something might be missing, for it was no uncommon occurrence among immigrants that some box containing their most valuable articles would never arrive.

The next morning we heard the sad news that Mr. Goudzwaart, one of our fellow Hollanders, a tried and true friend who had come from the island of Noord Beveland, had fallen ill with cholera and that he had died before he could reach the hospital. We liked him because he was alert and clever. For his aged father and mother and for his poor young widow and three children we had the deepest sympathy. Just think of it: To be within one day's travel of ones destination and then to die!

I found that all our baggage shipped from Buffalo was in good order. One of the sons of our friend Post, the baker at Buffalo we mentioned above, had strongly advised me to note the exact weight of our boxes and keep a list of them. Our baggage was transferred to handcars and brought to the steamer that was to bring us to Milwaukee. I made sure that the ship was safe, for one could never be too careful about such a matter. My fellow passengers from Antwerp agreed that I had the right system in marking our boxes with a red sign and printing on them our address in black letters. Thus I was able to recognize my property instantly.

Now I went to get mother and children. They had suffered so many hardships and privations that they had lost weight and became weaker and weaker. They spent the night in a boardinghouse on some chairs placed near a table. They had nothing to eat. Yet when I came to get them this boardinghouse keeper demanded $3.00. I told him I had only $2.00 but he didn't believe me. He seized me by my vest, ripped it open to see if I had any money hidden in an inside pocket. So shocked was I that to this very day I do not know how I got out on the street. Not until I and my family had gone several blocks did I breathe freely. Finally we were on our boat. They collected our tickets and then threw them away. There were few passengers, and not many of them immigrants. The day was sunny and beautiful. We were so tired that we fell asleep and consequently saw little of Lake Michigan. The Great Lakes are bodies of fresh water, but ships sailing on them frequently encounter dangerous storms — as serious as those on the ocean — and thousands of immigrants have found untimely graves in the waves of these lakes.

At four o'clock P.M. on July 31 we arrived at Milwaukee. Our boat landed alongside a very large pier — the landing place for all steamers. Our boxes were unloaded, and now we stood beside them on the pier not knowing where to go. Soon a neatly dressed man approached us and told us in Dutch that he was running a boardinghouse. I explained to him my financial condition and added that we had intended to join Dominie Klijn[2], but that when in Buffalo we had been told he had left Wiscon-

sin for Michigan. My own relatives, as I related to him, lived eighteen miles from Milwaukee, and I mentioned the names of my brother-in-law and Mr. P. Lankester[3]. But as soon as he learned I had no money and was willing to offer my baggage as security until I could write to my brother-in-law, this Dutchman hastened away. For a moment I lost courage, for this unsympathetic treatment dismayed me. What would become of us in this land of strangers?

The heat was unbearable especially after the cool breeze we had enjoyed on the steamer. We had a burning thirst which we tried to quench with a bit of ice. At this moment a boy came to us, spoke to us in one of the dialects of Zeeland, and asked if we had found a boardinghouse. When we said "No," he offered to guide us to his house which was not far from the pier. I did not say a word to him about my financial condition, placed our boxes in a separate pile, and followed him. His parents, who had come from Zierikzee, lived with several other families in a large house on which appeared the word "museum." These people were making a living from fishing. I asked the boy's mother if we could stay until our relatives were informed of our arrival. She agreed and at once began to cook and bake for us.

As soon as the man of the house came home, I related to him that my brother-in-law was a next door neighbor of P. Lankester. He at once ordered an expressman to bring our baggage to his house. He accompanied the expressman and paid all expenses. He also advised me not to eat any vegetables and several other things on account of the cholera.

During the night I took dangerously ill. I vomited and had a bad case of diarrhoea. So weak was I that on the next day I could scarcely walk. I wrote a letter to my sister and another to Mr. Boda.

Most of the Hollanders in Milwaukee had no work because business was at a standstill. All who could afford it had gone to the country to escape the cholera epidemic. All this of course depressed us, as you can imagine. On Wednesday morning, August 2, Snoeps went with our host to catch fish. In the afternoon of that day our brother-in-law, Sleijster, arrived from Franklin Prairie[4], in a wagon that belonged to Mr. P. Lankester. Sleijster paid our host who had so kindly cared for us. We left our baggage with him, and set out for Frank in Prairie where we arrived in the evening, after traveling through forests and over many a hill. I need hardly tell you that we received a warm welcome. Mother had suffered so much on our long and arduous journey that her sister and family scarcely recognized her. Our youngest child, Jan Frederick, was in precarious health, and we feared he would not be able to live much longer. Our sister and her family did not know that we had buried our Mietzie shortly before leaving Holland.

At eleven o'clock the following morning I began working at a carpenter's bench in Mr. P. Lankester's barn. I also had to help in the field. But this kind of work did not suit me. Finally, I went to Milwaukee to look for work and to find a house for my family. Often I walked the many miles back and forth between Franklin Prairie and Milwaukee. Occasionally I was fortunate enough to get a ride on a hay wagon or some other wagon drawn by oxen. Because I was in a strange country I found it difficult to get ahead. I did not know anybody in Milwaukee and could speak neither English nor German. You can imagine how I felt in the evening when coming home after I had searched for work all day in vain. At last I found a house for my wife and children, a deserted parsonage. My sister had washed our clothing and on Tuesday, August 22, I began to work for an English speaking man, earning $1.25 1/2 a day. Soon I became a citizen of Milwaukee, a youthful and beautiful city, ideally situated for commerce.

Your Father,

John Remeeus

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[1] The original has "Smid," the Dutch equivalent of the German "Schmidt."

[2] The Rev. H.G. Klijn, born November 1, 1793, died December 1, 1886. See E.T. Corwin, *A Manual of the reformed Church in America* (formerly *Reformed Protestant Dutch Church*), 1628-1902, 4th ed. rev. and enlarged (New York, 1902), 554.

[3] The original has "Lancaster," but the Dutch original was "Landester."

[4] For the Dutch settlement at Franklin Prairie in Milwaukee County, about sixteen miles southwest from Milwaukee, see B deBeij en A.Zwemer, *Stemmen uit de Hollandsch-Gereformeerde Kerk in de Vereenigde Staten van Noord-Amerika* (Groningen, 1871), 59.

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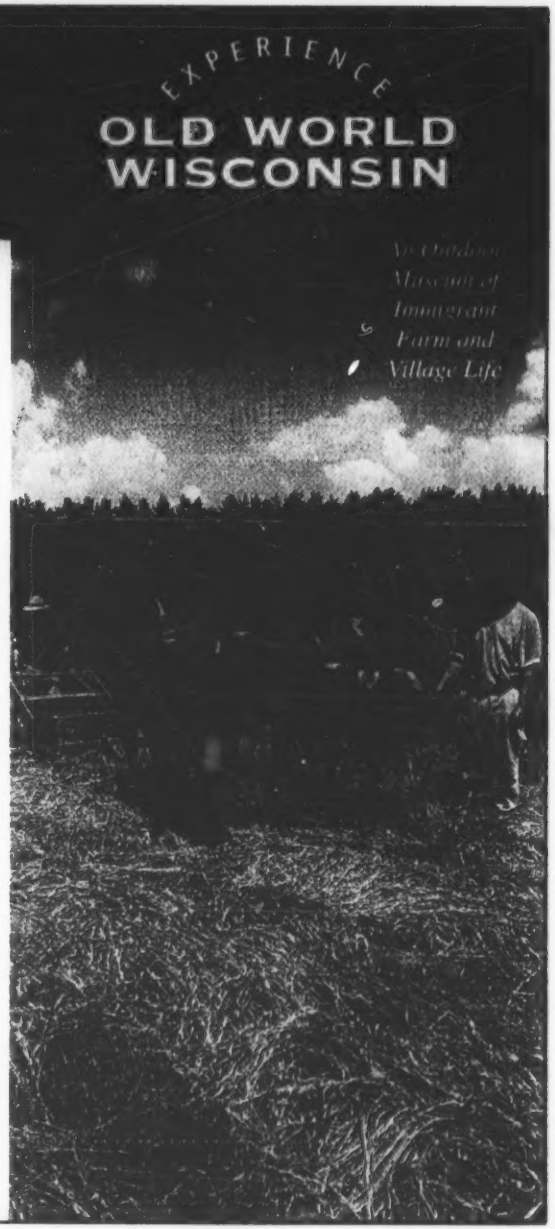
EXPERIENCE

OLD WORLD WISCONSIN

An Outdoor Museum of Immigrant Farm and Village Life



Visitor Services

- Clausing Barn Restaurant
- Museum Store
- Restaurant and store are accessible to persons with disabilities – limited accessibility to some historic buildings.
- Friendly people and clean facilities
- Free parking
- Picnic areas
- Motorized transportation
- Information on nearby accommodations and camping facilities
- Orientation presentation

Museum Open

May 1-October 31
- 10-4 weekdays
- 10-5 weekends

July & August Expanded Hours
- 10-5 daily

Call for "Christmas Through the Years" and winter events information.

Old World Wisconsin

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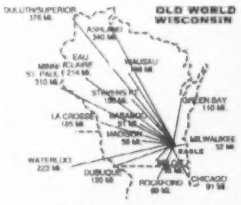

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Additional Resources for Chapter IV

(ES) Elementary School
(MS) Middle School
(HS) High School

Books for Teachers

The Atlas of Ethnic Diversity in Wisconsin. J. Kazimierz et al; University of Wisconsin Press, 1999. Reference book of more than sixty ethnic groups in maps, tables, and graphs. Contact University of Wisconsin Press, (800) 621-2736.

Atlas of Great Lakes Indian History. Helen Hornbeck Tanner; University of Oklahoma Press, 1987. Colorful maps show the shifts and changes in the region's Indian communities from 1640 to 1871.

Between Memory and Reality: Family and Community in Rural Wisconsin 1870-1970. Jane Marie Pederson; University of Wisconsin Press, 1992. From pioneer days to recent decades, an Osseo native examines immigrant traditions of Trempealeau County. Contact University of Wisconsin Press, (800) 621-2736.

The Flavor of Wisconsin: an Informal History of Food and Eating in the Badger State. Harva Hachten; The State Historical Society of Wisconsin, 1981. Nine historical essays and 400 recipes from Wisconsin kitchens past and present. Photographs also included. Contact University of Wisconsin Press, (800) 621-2736.

Folk Songs out of Wisconsin: An Illustrated Compendium of Words and Music. Harry B. Peters, editor; State Historical Society of Wisconsin, 1977. A compilation of words and music from Wisconsin's folk history. Contact University of Wisconsin Press, (800) 621-2736.

Germans in Wisconsin. State Historical Society of Wisconsin, 1977. One in a series of booklets which capture the history of many of the largest immigrant communities in Wisconsin, enhanced by photos from the State Historical Society's collections. Series includes *Black Settlers in Rural Wisconsin; Danes in Wisconsin; Finns in Wisconsin; Norwegians in Wisconsin; Swedes in Wisconsin; Swiss in Wisconsin; Welsh in Wisconsin.* Contact University of Wisconsin Press, (800) 621-2736.

The Grandmothers: A Family Portrait. Glenway Wescott; University of Wisconsin Press, 1996. Alwyn Towers builds from memory and imagination the nineteenth-century lives of his ancestors in Wisconsin. Contact University of Wisconsin Press, (800) 621-2736.

Immigrant Milwaukee, 1836-1860: Accommodation and Community in a Frontier City. Kathleen Neils Conzen; University of Wisconsin Press, 1976. Varying immigrant experiences are examined in Milwaukee. Contact University of Wisconsin Press, (800) 621-2736.

In Tune with Tradition. Robert Teske, editor; Cedarburg Cultural Center, 1990. Describes Wisconsin's ethnic instrument-making tradition. Contact University of Wisconsin Press, (800) 621-2736.

My Land, My Home, My Wisconsin: The Epic Story of the Wisconsin Farm and Farm Family from Settlement Days to the Present. Robert Gard; *The Milwaukee Journal*, 1978.

Native American Communities in Wisconsin, 1600-1960. Robert E. Beider; University of Wisconsin Press, 1995. Four centuries of change and adjustment are overviewed for the Ojibwa, Potawatomi, Menominee, Ho-Chunk, Oneida, Stockbridge-Munsee, and Ottawa people of Wisconsin. Contact University of Wisconsin Press, (800) 621-2736.

Nearby History: Exploring the Past around You. David E. Kyvig; American Association for State and Local History, 1982.

Passed to the Present: Folk Arts Along Wisconsin's Ethnic Settlement Trail. Robert Teske, editor; Cedarburg Cultural Center, 1990. Highlights folk artists who have carried on traditions of their ethnic communities. Contact University of Wisconsin Press, (800) 621-2736.

The Settlement Cookbook. Mrs. Simon Kander; Simon and Schuster, 1976. With the first edition published in 1901, this comprehensive cookbook is a tie to Wisconsin's rich heritage.

Six Generations Here: A Farm Family Remembers. Marjorie L. McLellan; State Historical Society of Wisconsin, 1997. Photographs and family stories of a Dodge County farm family during the first half of the twentieth century. Contact University of Wisconsin Press, (800) 621-2736.

Wau-bun: The "Early Day" in the Northwest. Juliette Kinzie; Colonial Dames of America in the State of Wisconsin, 1989, 1948. The story of an early frontier woman living at Fort Winnebago during the 1830's.

Wisconsin Past and Present: A Historical Atlas. The Wisconsin Cartographer's Guild; University of Wisconsin Press, 1998. Historical and geographical maps, text, photos, and illustrations. Contact University of Wisconsin Press, (800) 621-2736.

Books for Students

Back to Beginnings: The Early Days of Dane County. Bobbie Malone; Dane County Cultural Affairs Commission, 1998. Traces the history of Dane County from pre-settlement times through the Civil War. Available in all Dane County community libraries and fourth grade classrooms. A limited number is available to the public at the Dane County Executive's Office, Room 421, City-County Building, 210 Martin Luther King, Jr. Blvd., Madison, Wisconsin 53703. Call (608) 266-4114. (ES)

Black Settlers in Rural Wisconsin. Zachary Cooper. State Historical Society of Wisconsin, 1994. Contact University of Wisconsin Press (800) 621-2736.

Eagle Bluff Journal 1895. Phyl Mielke; 1995. A fictional journal of a year in the life of a young boy whose family tends the Eagle Bluff Lighthouse in Door County. Available from the author, (920) 854-2311. (ES)

Little House in the Big Woods. Laura Ingalls Wilder; Windrush, 1987. The first in a series of books by Laura Ingalls Wilder depicting pioneer life. The setting of this story begins in Pepin, Wisconsin. (ES)

The Little House Cookbook: Frontier Foods from Laura Ingalls Wilder's Classic Stories. Barbara M. Walker; Harper & Row, 1979. Classic pioneer recipes and a collection of social history on frontier life. (ES)

Sarah Plain and Tall. Patricia MacLachlan; Harper and Row, 1984. Caleb and Anna's father invites a mail-order bride to come live with them in their prairie home. The story is continued in *Skylark,* by the same author. (ES)

The Trouble at Wild River. Lois Walfrid Johnson; Bethany House Publishers, 1991. One in a series of novels with a Christian emphasis. Includes rich details of the lives of turn-of-the-century European immigrants in Wisconsin. This is the story of children who discover a timber swindler in 1907 northern Wisconsin. (ES)

Two for America: The True Story of a Swiss Immigrant. Gloria Jacobson; Ski Printers, 1989. The story of a Swiss immigrant who settled in New Glarus, Wisconsin in 1909. (ES)(MS)(HS)

Audios

"Down Home Dairyland: A Listener's Guide." Wisconsin Arts Board, 1989. Includes a 286-page book and 20 cassettes of music compiled by folklorists James P. Leary and Richard C. March. Included is upper Midwestern and ethnic music, Ojibwa drums, Norwegian fiddles, polka, salsa, gospel, and Southeast Asian rock. (ES)(MS)(HS)

"Folk Music From Wisconsin," Library of Congress, and "Folk Songs of the Great Lakes Region," Lee Murdock; 1989. Folk music recordings, with those in "Folks Music From Wisconsin" from the '30s and '40s. Available for purchase at the State Historical Society of Wisconsin gift shop. Write, call, or visit the gift shop to purchase these recordings. State Historical Society Museum, 30 North Carroll Street, Madison, Wisconsin 53706, (608) 264-6565. (ES)(MS)(HS)

"Wisconsing." David Drake; 1989. Traditional and original songs about Wisconsin. Available on compact disc or cassette tape from folksinger David Drake, 810 South 37th Street, Milwaukee, Wisconsin 53215-1023. (ES)(MS)(HS)

Videos

"An Apron Full of Stars: The Wade House Story." Wade House Historic Site, 1991. Tells the story of three pioneer families. Available from the Wisconsin Reference and Loan Library. See "Institutions and Organizations" in this publication. (ES)(MS)(HS)

Shannon: An Ojibway Dancer. Sandra King; Lerner, 1993. Thirteen year old Shannon shares her interest in Ojibway dance with readers. (ES)

"Her Own Words: Dane County Wisconsin Pioneer Women's Diaries" series. Jocelyn Riley, 1986. Videotape programs that document the lives of Wisconsin pioneer women. Available from Jocelyn Riley, PO Box 5264, Madison, Wisconsin 53705 and the Wisconsin Reference and Loan Library. Teacher's guide available. (MS)(HS)

"Investigating Wisconsin History." Wisconsin Educational Communications Board, 1998. Designed for the fourth grade, this twelve program series poses questions about Wisconsin's past and uses historical evidence to answer them. The series can be taped from Wisconsin Public Television. Teacher guide available. For programming information, contact the Wisconsin Educational Communications Board, (608) 264-9693, or visit its website: http://www.ecb.org (ES)(MS)

"Wisconsin Stories: Finding A Home." Wisconsin Public Television and the State Historical Society of Wisconsin, 1998. The story of Wisconsin and its people is told in this five-part series. Each segment is one hour in length. For programming information, contact the Wisconsin Educational Communications Board, (608) 264-9693, or visit its website: http://www.ecb.org (MS)(HS)

Maps

Cultural Map of Wisconsin: A Cartographic Portrait of the State. David Woodward et al.; University of Wisconsin Press, 1996. Wisconsin's history, culture, land, and people are depicted in nearly 1,500 sites of interest. Includes booklet with site key. Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)(HS)

Chapter V
Wisconsin's Role in the Civil War, 1860–1865

Lesson 1
Meeting President Lincoln

Elementary/Middle Level

Advocate Cordelia Perrine Harvey (1824–1895) was a teacher in Kenosha, Wisconsin when she married fellow teacher Louis Harvey. In 1862 Louis was elected governor of Wisconsin. However, he tragically died two and a half months into office. During the Civil War, Cordelia was appointed Sanitary Agent and began visiting sick and wounded Wisconsin soldiers in hospitals across the country. She argued for the relocation of hospitals to the North, believing in the superior healing power of good, clean, Wisconsin air. After meeting with President Lincoln, the Harvey Hospital was built in Madison. Cordelia was later dubbed "The Wisconsin Angel."

Resource

"Recollections of Hospital Life and Personal Interview with President Lincoln," by Cordelia Harvey, courtesy of the State Historical Society of Wisconsin.

Suggested Activities

1. Before you begin this lesson, determine what perceptions students have about President Abraham Lincoln. What would a private meeting with him be like? What kind of manner would be expected of a visitor?

2. What does Mrs. Harvey say to make the reader feel as though she or he is in the same room? In what ways, if any, has your perception of President Lincoln changed? Whatever happened with this hospital request? (B.4.3)

3. How did Cordelia Harvey show respect for the president while maintaining her commitment to hospital funding? Why might she be nervous? As a Wisconsin woman of the 1860's, what makes this visit even more impressive? (B.4.4)

4. Cordelia Harvey is now considered a significant figure in Wisconsin and United States history. Look for more information detailing her life and advocacies and prepare a report or create a timeline about her life. (B.4.7, B.8.1)

Additional resources related to this lesson are provided at the end of this chapter.

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960; Chapter 6

Wisconsin: The Story of the Badger State; Chapter 4

Wisconsin: A History; Chapters 17–18

History of Wisconsin; Volume 2: Chapters 8–11; Volume 3: Chapter 6

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

B.4.1	Examine information to understand past.
B.4.3	Use various sources to understand people.
B.4.4	Compare present and past life.
B.4.7	Identify important events and people.
B.8.1	Use a variety of sources.
B.8.7	Identify events and people in major eras.

Recollections of Hospital Life and Personal Interviews with President Lincoln
by Mrs Louis P. Harvey
Wife of Gov. Harvey.

lic. When I first saw him his head was bent forwar d,his chin resting on his breast,and in his hand a letter which I had just sent into him.

He rai sed his eyes,saying,Mrs.Harvey? I hastened forward,and replied,'Yes,and I am glad to see you Mr.Lincoln.' So much for Republican presentations and ceremony.The President took my hand,hoped I was well,but there was no smile of welcome on his face. It was rather the stern look of the judge who had decided against me. His face was peculiar,bone, nerve,vein and muscle,were all so plainly seen; deep lines of thought and care were around his mouth and eyes. The word justice came into my my mind as though I could read it upon his face--I mean that extended sense of the word that comprehended the practise of every virtue, which rea on prescribes and society should

War myself,and you come in the morning.' I arose to take leave,when he bade me not to hasten,spoke kindly of my work,said he fully appreciated the spirit in which I came. He smiled pleasantly and bade me good evening.

As I left the White House,I met Owen Lovejoy,who greeted me cordially,and asked, ' How long are you going to stay here?' ' Until I get what I came after',I replied. 'That's right,that's right;go on,I believe in the final perseverance of the saints'. I have never forgotten these words;perhaps it is because they were the last I ever heard him utter.

I returned in the morning,full of hope, thinking of the pleasant face I had left the evening before,but no smile greeted me. He was evidently annoyed by something,and waited for me to speak,which I did not do. I afterward learned his annoyance was caused by a woman pleading for the life of a son,who was sentenced to be shot for desertion under very aggravating circumstances. After a moment, he said,'Well,' with a peculiar contortion of face I never saw in anybody else. I replied, 'Well,'and he looked at me a little astonished, I fancied,and said,' Have you nothing to say?' ' Nothing,Mr.President,until I hear your decision. You bade me come this morning;have you

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decided?' 'No,but I believe this idea of Northern hospitals is a great humbug,and I am tired of hearing about it.' He spoke impatiently. I replied,'I regret to add a feather's weight to your already overwhelming care and responsibility. I would rather have stayed at home.' With a kind of half smile,he said, ' I wish you had.' I answered him as though he had not smiled. ' Nothing would have given me greater pleasure,but a keen sense of duty to this government,justice and mercy to its most loyal supporters,and reggrd for your honor and position made me come. The people cannot understand why their friends are left to die,when with proper care they might live and do good service for their country. Mr.Lincoln, I believe you will be grateful for my coming.' He looked at me intently;I could not tell if he were annoyed or not,and as he did not speak, I continued:' I do not come to plead for the lives of criminals,not for the lives of deserters,not for those who have been in the least disloyal. I come to plead for the lives of those who were the first to listen to the support of this government,who helped to place you where you are,because they trusted you. Men who have done all they could,and now when flesh,and nerve.and muscle are gone still pray for your life and the life of this Republic. They scarcely ask for that for which I plead-- they expect to sacrifice their lives for their country. Many on their cots,faint,sick and dying,say,' we would gladly do more,but I suppos that is all right.' I know that a mojority of them would live and be strong men again if they could be sent north. I say,I know,because I was sick among them last spring,surrounded by every comfort,with the best of care,and determined to get well,I grew weaker,day by day, until,not being under military law my friends brought me north. I recovered entirely,simply by breathing northern air.'

While I was speaking the expression of Mr.Lincoln's face had changed many times. He had never taken his eye from me. Now every muscle in his face seemed to contract,and then suddenly expand. As he opened his mouth you could almost hear the muscles snap as he said,' You assume to know more than I do',and closed his mouth as though he never expected to open it again,sort of slammed it too. I could scarcely reply. I was hurt and thought the tears would come,but rallied in a moment and said, 'You must pardon me,Mr.President,I intend no disrespect,but it is because of this knowledge --because I do know what you do not know,that I come

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to you. If you knew what I do,and had not ordered what I ask for,I should know that an appeal to you would be vain; but I believe the people have not trusted you for naught. The question only is,whether you believe me or not. If you believe me you will give me hospitals,if not well-' With the same snapping of muscle, he again said,' You assume to know more than surgeons do.' ' Oh,No!Mr.Lincoln,I could not perform an amputation nearly as well as some of them do;indeed,I do not think I could do it at all. But this is true-I do not come here for your favor,I am not an aspirant for military honor. While it would be the pride of my life to be able to win your respect and confidence,still this I can waive for the time being. Now the medical authorities know as

the end. I began to feel I was occupying time, valuable to him and belonging to them. As I arose to take leave,I said,'Have you decided upon your answer to the object of my visit?' He replied,'No. Come to-morrow morning. No it is Cabinet meeting to-morrow--yes come to-morrow at twelve o,clock,there is not much for the cabinet to do to-morrow.' He arose and bade me a cordial good morning.

The next morning I arose with a terribly depressed feeling that perhaps I was to fail in the object for which I came. I found myself constantly looking at my watch and wondering if twelve o,clock would never come. At last I ascended the steps of the White House as all visitors were being dismissed,because the President would receive no one on that day. I asked the messenger if that meant me,and he said, 'No.The President desired you to wait for the Cabinet would soon adjourn.' I waited,and waited,and waited,three long hours and more, during which time the President sent out twice, saying the cabinet would soon adjourn,that I was to wait. I was fully prepared for defeat,and every word of my reply was chosen and carefully placed. I walked the rooms and studied an immense map that covered one side of the reception room. I listened and at last heard many footsteps--the cabinet had adjourned. Mr.Lincoln did not wait to send for me but came directly into the room where I was. It was the first time I had noticed him standing He was very tall and moved with a shuffling awkward motion. He came forward,rubbing his hands,saying,' My dear Madam,I am very sorry to have kept you waiting. We have but this moment adjourned.' I replied,' my waiting is no matter, but you must be very tired,and we will not talk to-night.' He said,'No.Sit down,' and placed himself in a chair beside me,and said,'Mrs. Harvey,I only wish to tell you that an order equivalent to granting a hospital in your state has been issued nearly twenty-four hours.'

I could not speak,I was so entirely unprepared for it. I wept for joy,I could not help it. When I could speak,I said,'God bless you. I thank you in the name of thousands who will bless you for the act.' Then, remembering how many orders had been issued and countermanded,I said,'Do you mean,really and truly that we are going to have a hospital now?' With a look full of humanity and benevolence, he said,'I do most certainly hope so.' He spoke very emphatically and no reference was made to any previous opposition. He said he

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Lesson 2

Wisconsin Citizen Soldiers in the Civil War

High School Level

The Wisconsin Veterans Museum features dioramas depicting lifelike figures performing missions with genuine military equipment. The Nineteenth Century Gallery's exhibits and displays recount the role of Wisconsin citizen-soldiers in the Civil War. The museum, located on Madison's Capitol Square, is open Mondays through Saturdays from 9:30 a.m. to 4:30 p.m. Admission is free.

Resources Needed

Wisconsin: A History. Robert Nesbit. Chapter 17

Wisconsin Veterans Museum, 30 W. Mifflin Street, Madison, Wisconsin (608) 264-6086, http://badger.state.wi.us/agencies/dva/museum/wvmmain.html. The museum's brochure is included with this activity, courtesy of the museum. Contact the museum for a schedule of re-enactment activities.

Suggested Activities

1. Take a guided tour of the Wisconsin Veterans Museum. The museum staff will send suggested pre-visit and post-visit materials, a floor plan of the exhibit on the Civil War, and a classroom copy of the exhibit labels that accompany the exhibits on Wisconsin's role in the Civil War. If traveling to the museum is not convenient, ask museum staff about artifacts and exhibits that can be loaned to schools.

2. Develop a list of questions using the exhibit labels to be answered after reading Nesbit, Chapter 17, "Civil War," pp. 242-260. Additional questions relating to viewing the exhibits may be developed prior to the visit. Local newspapers from 1860 and 1865 might be located to help you research more specifically how the war affected life in Wisconsin.

3. Make sketches and notes during the visit to the museum.

4. Research Wisconsin newspapers from the Civil War Period, 1860-1865, to identify how the war affected life in your community or state.

5. Write an essay or design an exhibit using your notes and sketches identifying what you found to be most significant about Wisconsin's role in the Civil War.

6. Using the information from the museum or from other research, answer the following:
   - What was life like for a soldier in the Civil War?
   - How did the decision to go to war affect the people in Wisconsin?
   - What was the role of women and children in the Civil War?

Civil War re-enactment at Camp Randall grounds in Madison, 1998. Courtesy of Wisconsin Veterans Museum.

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960; Chapter 6

Wisconsin: The Story of the Badger State; Chapter 4

Wisconsin: A History; Chapters 17–18

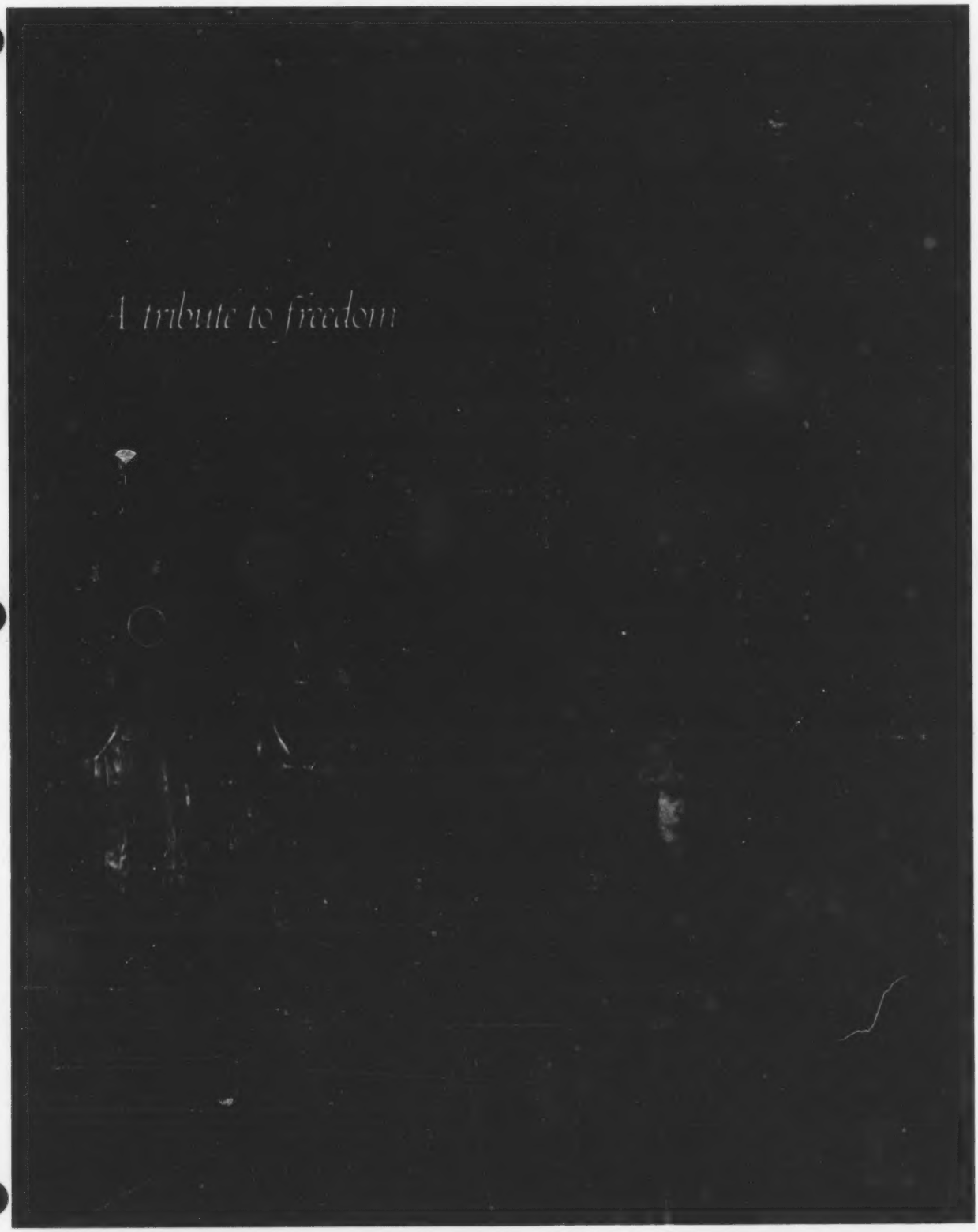
History of Wisconsin; Volume 2: Chapters 8–11; Volume 3: Chapter 6

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

B.12.15 Identify an historical event in which a person was forced to take an ethical stand.

B.12.18 Explain history of slavery, racial and ethnic discrimination.



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Additional Resources for Chapter V

(ES) Elementary School
(MS) Middle School
(HS) High School

Books for Teachers

The Grandmothers: A Family Portrait. Glenway Wescott; University of Wisconsin Press, 1996. Alwyn Towers builds from memory and imagination the nineteenth-century lives of his ancestors in Wisconsin. Contact University of Wisconsin Press, (800) 621-2736.

Old Abe the War Eagle: A True Story of the Civil War and Reconstruction. Richard H. Zeitlin; State Historical Society of Wisconsin, 1986. The story of the eagle and the men of the Eighth Regiment of Wisconsin Voluntary Infantry. Contact University of Wisconsin Press, (800) 621-2736.

Madison during the Civil War Era: A Portfolio of Rare Photographs. John O. Holzhueter, University of Wisconsin Press, 1997. Photographs from 1860-1863 including first state capitol and Camp Randall stadium. Contact University of Wisconsin Press, (800) 621-2736.

A Wisconsin Boy in Dixie: Civil War Letters of James K. Newton. Stephen E. Ambrose, editor; University of Wisconsin Press, 1989, 1961. Contact University of Wisconsin Press, (800) 621-2736, (800) 621-2736

Wisconsin in the Civil War: The Home Front and the Battle Front, 1861-1865. Frank L. Klement; University of Wisconsin Press, 1997. A chronological narrative of Wisconsin's role in the Civil War, including attention to each of Wisconsin's fifty-three infantry regiments, political and constitutional issues, soldiers' voting, women and the war, and Wisconsin's African American soldiers. Contact University of Wisconsin Press, (800) 621-2736.

Resource Box

Civil War Travel Trunk, 1999. Educational program that includes Civil War artifacts and suggested student activities. Contact the Wisconsin Veterans Museum, (608)264-6086. (ES)(MS)

Books for Students

All for the Union: Wisconsin and the Civil War. Richard H. Zeitlin; Wisconsin Veterans Museum, 1998. Contact the Wisconsin Veterans Museum, (608) 264-6086. (ES)(MS)(HS)

Back to Beginnings: The Early Days of Dane County. Bobbie Malone; Dane County Cultural Affairs Commission, 1998. Traces the history of Dane County from pre-settlement times through the Civil War. Available in all Dane County community libraries and fourth grade classrooms. A limited number is available to the public at the Dane County Executive's Office, Room 421, City-County Building, 210 Martin Luther King, Jr. Blvd., Madison, Wisconsin 53703, (608) 266-4114. (ES)(MS)

Flags of the Iron Brigade. Howard M. Madaus and Richard H. Zeitlin; Wisconsin Veterans Museum, 1997. Story of how the flags came into being and the purposes they served during and after the war. Contact University of Wisconsin Press, (800) 621-2736. (MS)(HS)

Freedom Train North: Stories of the Underground Railroad in Wisconsin. Julia Pferdehirt; Living History Press, 1998. Narrative nonfiction history from primary source documents of Wisconsin's role in the Underground Railroad. Available from Living History Press, 7426 Elmwood Avenue, Middleton, Wisconsin 53562. (ES)(MS)

Audios

The First Brigade Band; Heritage Military Music. Seven different recordings of Civil War music of the original First Brigade Band, recreated using antique instruments and scores. Available in compact disc and cassette tape from the Wisconsin Veterans Museum, 30 W. Mifflin Street, Madison, Wisconsin 53703, (608) 264-6086, or State Historical Museum, 30 N. Carroll Street, Madison, Wisconsin 53703, (608) 264-6565. (ES)(MS)(HS)

Chapter VI
Mining, Lumber and Agriculture

Lesson 1
Advertisements for Goods and Services

Elementary/Middle Level

The H.C. Chandler & Co.'s Railroad Business Directory, of Chicago, Milwaukee, Green Bay, St. Paul, and Intermediate Points of 1867 contains "condensed descriptions of each city, town or village embraced within the range of this work, also a complete list of all business firms, classified alphabetically under respective trades, professions and pursuits, table of distances, instructions for shipping, and much other information indispensable to the business community." 99 Wisconsin communities — plus 20 from Illinois, six from Minnesota, and one from Iowa – are featured. The primary source document in this lesson identifies La Crosse, one of the intermediate points in the directory.

Resource

The H.C. Chandler & Co. Railroad Business Directory, 1867, included with this lesson, courtesy of the State Historical Society of Wisconsin.

Suggested Activities

1. Identify connections between La Crosse businesses and other locations in Wisconsin, the United States, and the world. (A.4.7, A.8.8)

2. The 1829 Map of the United States Lead Mines on the Upper Mississippi River included with this book was created 38 years prior to this business directory. How has the railroad altered the La Crosse economy with regards to energy, transportation, and communication? (A.8.10, B.4.8)

3. Identify local goods and services from La Crosse that are part of the global economy of 1867 and explain their use in Wisconsin. (D.4.3)

4. How does the railroad business directory attempt to influence its readers' opinions, choices, and decisions? Cite examples. (E.4.10)

5. How does advertising influence us today? (E.4.10)

6. How has advertising changed over the years? (E.4.10)

Additional resources related to this lesson are provided at the end of this chapter.

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960: Chapters 5–8

Wisconsin: The Story of the Badger State: Chapters 3, 5

Wisconsin: A History: Chapters 8, 13, 19, 20

History of Wisconsin: Volume 1: Chapters 6, 10, 14, 15; Volume 2: Chapter 3; Volume 3: Chapters 1–5; Volume 5: Chapter 5; Volume 6: Chapter 4

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

A.4.7	Identify connections between Wisconsin and the world.
A.8.8	Analyze interaction with environment.
A.8.10	Identify science and technology discoveries and effects.
B.4.1	Examine information to understand past.
B.4.8	Compare past and present technologies.
B.8.1	Use a variety of sources.
D.4.3	Identify goods and services with global connections.
E.4.10	Explain how media influences opinions, choices, and decisions.

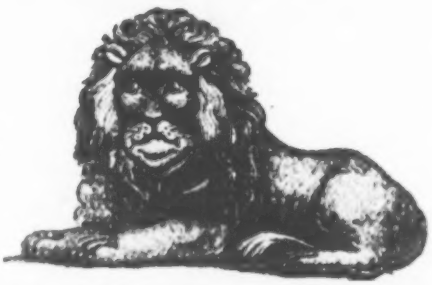
MONS. ANDERSON,

Wholesale Dealer in

DRY GOODS, NOTIONS, CLOTHING, CARPETS, ETC

SIGN OF THE LION.

LA CROSSE, WISCONSIN.



This is the leading Dry Goods House in the Northwest, and buyers would do well to call and examine his stock and learn prices before going further to make purchases. He aims to keep at all times a complete assortment, thus affording Country Merchants excellent facilities to sort up near at home, and avoid the extra expenses and risks incurred by ordering goods from a distant market. Knowing the wants of the country and the great fluctuations in the price of goods, he has an able and experienced Cash Buyer in New York, who devotes his time to watching the market and taking prompt advantage of the panics and chances for bargains. Many other superior facilities which he possesses in carrying on a large business, enables him to compete with any firm west of New York. This he is always ready to substantiate if you will call or send your orders, which will be promptly and faithfully filled.

St. Nicholas House

N. HINTGEN, PROPRIETOR.

Stages leave this House for St. Paul, Lansing and other points in Minnesota and Iowa, Viroqua, Fountain City, Black River Falls, and other points in Wisconsin.

CORNER PEARL AND SECOND STREETS,

LA CROSSE, WIS.

HART & NORTON,

Manufacturers of

FANNING MILLS,

And Dealers in all kinds of

AGRICULTURAL IMPLEMENTS,

LA CROSSE, WISCONSIN.

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PIONEER FOUNDRY AND MACHINE SHOP,

FRONT STREET, BET. KING AND CASS,

LA CROSSE, WIS.

GEO. M. LEACH, - - Proprietor.

Steam Engines Made to Order.

MACHINE, FLOUR AND SAW MILLS.

Castings, Water Wheels, Etc., Etc.

BIG RED SIGN STORE OF

A. H. STROUSE & CO.,

Dealers in

Ready-Made Clothing, Hats and Caps,

GENTS' FURNISHING GOODS, TRUNKS, VALISES,

Foreign and Domestic Dry Goods, Cloaks and Shawls,

MAIN STREET, LA CROSSE, WIS.

A. H. STROUSE. B. L. STROUSE.

WESTCOTT HOUSE,

J. G. ROBBINS & SONS, Proprietors,

CORNER SECOND AND STATE STREETS,

LA CROSSE, WIS.

The Table is always supplied. Omnibuses to and from the Cars and Boats. Good Stabling and Billiards attached. The House has been thoroughly refitted throughout.

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LLOYD & SUPPLE,

Wholesale and Retail Dealers in

SHELF HARDWARE,

IRON, STEEL, NAILS, CORDAGE, WAGON WOOD WORK,

AGRICULTURAL IMPLEMENTS, ETC.

Agents for Fairbank's Scales.

Cor. Main and Front Streets, LA CROSSE, WIS.

H. C. HEATH,

PHOTOGRAPH ARTIST,

Montague's Block, Main Street, La Crosse, Wisconsin.

Dealers in all kinds of

Photograph Materials.

☞ Pictures of every description made from the smallest to life-sized Oil Paintings.

HENRY ANGELROTH,

Agent of

Jul. Bauer's and W. Knabe's Pianos,

CARHART & NEEDHAM'S MELODEONS AND ORGANS.

The best assortment of

VIOLINS, GUITARS, BANJOS, ACCORDEONS, FLUTES, BRASS INSTRUMENTS, STRINGS,

SHEET MUSIC, ETC., ETC.,

MAIN STREET, LA CROSSE, WISCONSIN.

Second hand Pianos constantly on hand. Special attention paid to Piano Tuning and Repairing.

INTERNATIONAL,

LA CROSSE, WIS,

A. W. PITTS, - Proprietor.

This House is new and the most centrally located for business and traveling men. Situated on the

Cor. Front and Pearl Streets, opp. Steamboat Landing.

And the only first class Hotel in the city.

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Lesson 2
An 1893 Industrial City

Elementary/Middle Level

In the 1880s, before the technology of flight made aerial photography possible, birds-eye maps of communities were often drawn. The birds-eye maps appear to be half picture and half map. The name "birds-eye" is used because it looks as though the map is drawn from a bird's point of view. All the streets, houses, and businesses usually converge toward one point on the horizon.

These drawings were done by artists who walked around the city and drew sketches of buildings and streets from which they compiled the final map. Prior to drawing a map, the artist would solicit orders from businesses, churches, court houses, etc. Sometimes individual vignettes of building or areas of the city would be used by these places for advertising purposes. These maps can be still be found in city government buildings in many cities.

Resource

Bird's Eye Map of Green Bay/Fort Howard, 1893 (shrink-wrapped with this book). Map provided courtesy of the State Historical Society of Wisconsin Archives Division.

Suggested Activities

1. Describe and give examples of people interacting with their physical environment. Include use of land, use of water, location of neighborhoods, methods of construction, and design of shelters. (A.4.4, A.8.8)

2. What information can you gather from this map about Green Bay/Fort Howard, Wisconsin, and the world in 1893? (A.4.5, A.8.1)

3. Identify the major changes that have taken place since the 1839 Wiskonsin Territory Map, included with this book, was drawn of Green Bay/Fort Howard 54 years earlier. Discuss reasons for these changes and explain their probable effects on the community and the environment. (A.4.8)

4. How has scientific and technological knowledge led to better air and water quality management efforts today? (http://www.foxwolf.org is a state river environmental education site that might be useful here.) (A.4.9, A.8.10)

5. By comparing the two maps from 1839 and 1893, identify noticeable changes happening in energy, transportation, and communication. Why did these changes occur and what were the results? (B.4.8)

Additional resources related to this lesson are provided at the end of this chapter.

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960; Chapters 5–8

Wisconsin: The Story of the Badger State; Chapters 3, 5

Wisconsin: A History; Chapters 8, 13, 19, 20

History of Wisconsin; Volume 1: Chapters 6, 10, 14, 15; Volume 2: Chapter 3; Volume 3: Chapters 1–5; Volume 5: Chapter 5; Volume 6: Chapter 4

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

A.4.4	Describe the interaction between people and environment.
A.4.5	Use atlases, charts, etc.
A.4.8	Identify changes in community.
A.4.9	Identify environmental changes caused by technology.
A.8.1	Use geographic representations.
A.8.8	Analyze interactions with environment.
A.8.10	Identify science and technology discoveries and effects.
B.4.1	Examine information to understand past.
B.4.8	Compare past and present technologies.
B.8.1	Use a variety of sources.

Lesson 3
Early Industry and Agriculture

Middle/High School Level

The availability of resources and the forces of supply and demand influence where people move and how they interact with their environment. Lead mining "pulled" early settlers to Wisconsin. The 1829 Lead Mining map used with this book shows one person's drawing of lead mining in the early history of Wisconsin. The lumber industry thrived because of the large stands of pine trees and the numerous rivers and streams which enabled the loggers to transport logs to lumber mills and markets. Wheat was the first major agricultural crop cultivated by immigrants, but dairy farming became the major choice by the turn of the century. Businesses have experienced many changes throughout state history.

Resources

See also Chapter III, Lesson 1 and the Lead Mining Map

Readings:
Life on Wisconsin's Lead-Mining Frontier by James I. Clark, 1976. pps. 6-20. Text is included with this lesson, courtesy of the State Historical Society of Wisconsin

Wisconsin: The Story of the Badger State by Norman Risjord. "The Logging Era," pp. 119-127, and "Agricultural Revolution," pp. 127-134

Videos:
"The Wisconsin: River of a Thousand Isles"
"Wisconsin Agriculture"
"Shakerag"
"The Rush for Grey Gold: How Wisconsin Began"
"A Portrait in Pine: Daylight in the Swamp" or
"Romance of the Lumberjack"

Suggested Activities

1. Select and research, individually or in groups, a trade from this time in history. Methods of presentation may be written essays or other types of presentations, such as drawings or oral presentations. The following suggestions may be used:

   - Locate the natural resources used in this occupation or business on a Wisconsin map.
   - Compare Wisconsin's resources with those of other states or nations.
   - Describe the operation of this business in the early history of Wisconsin.
   - Identify the dangers in the business and any safety legislation enacted because of them.
   - Describe how supply, demand, labor, wages, and capital functioned in these businesses.
   - Describe the current status of the business.
   - Compare the importance of the role this business had earlier in history with its present role.
   - Identify the labor or safety concerns and what steps have been taken to alleviate these concerns.
   - Evaluate how technology has changed the business.
   - If you lived back in 1890, which business you would choose to make a living and why.

2. Timelines may be developed as a class or by individuals to show information about the businesses and other important events in Wisconsin history. These timelines may also relate other major events in the United States and the world.

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960: Chapters 5–8

Wisconsin: The Story of the Badger State: Chapters 3, 5

Wisconsin: A History: Chapters 8, 13, 19, 20

History of Wisconsin: Volume 1: Chapters 6, 10, 14, 15; Volume 2: Chapter 3; Volume 3: Chapters 1–5; Volume 5: Chapter 5; Volume 6: Chapter 4

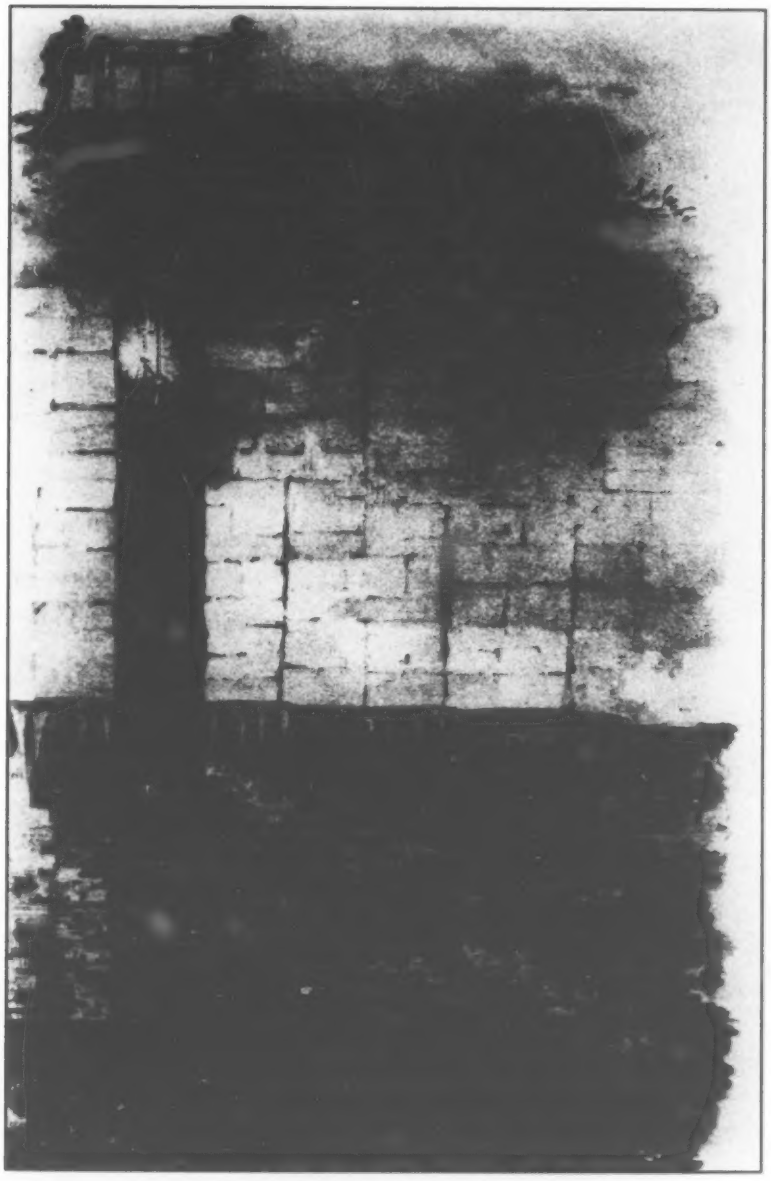
See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

A.8.8	Analyze interaction with environment.
D.8.2	Identify basic economic concepts.
D.8.7	Identify location and influence of natural resources.
D.12.2	Use basic economic concepts.

Life on Wisconsin's Lead-Mining Frontier

by James I. Clark



Cross-section of a lead mine, from Plate IV of John C. Fremont's *Report of the Exploring Expedition to the Rocky Mountains* 1845).

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View of the Galena riverfront, painted in 1852 by Bayard Taylor, a traveling newspaper correspondent who worked at the time for the *Galena Gazette*.

LATE. In January, 1828) the Winnebago Chief Carumna paid a visit to Joseph M. Street, Indian Agent at Prairie du Chien. The chief was worried. Lead miners had come north from the Fever River district in northwestern Illinois. They were digging and settling on land that belonged to the Winnebago. Carumna's braves were threatening to make a great deal of trouble.

"We promised not to interrupt the white people at the Fever river mines," Carumna reminded Street. "Then they were digging near the line; now a large camp has gone far into our country, and are taking lead where it is easy to be got, and where Indians have been making lead many years," he went on. "We want our Father to stop this before blood may be shed by bad men."

Street told the chief that their Great Father lived far away. He would remove those white men when he learned of the situation. The Indians had only to keep their promise and remain at peace.[1]

The Winnebago had already had serious trouble with trespassing miners. The year before, Red Bird had taken a few Indians on the warpath. Some isolated settlers had been killed. A couple of keel-boats were attacked near the mouth of the Bad Axe River, north of Prairie du Chien. It had looked like a large-scale uprising to the miners, and many had fled to places of safety. The Fever River area, an eye-witness recalled, "was crowded with families pouring in from the mines. The flat between the bluff and the river was covered with wagons, families camping in them; blockhouses were erected on the hill, companies forming, drums beating. . ."

Many miners had hastily organized and marched off to find Indians. Troops from Forts Crawford and Snelling and from St. Louis were called into action. As the regular and militia troops gathered to march on isolated Indian camps, wiser tribal heads prevailed. Red Bird was surrendered to regular troops and the "war" ended. He later died in prison but that didn't solve the problem created by northward-moving miners.[2]

Instead of removing the miners the Red Bird disturbance had served to make the country attractive to many more. Miners who had joined militia companies found more rich lead deposits than they did Indians. Some hung up their guns and started digging in the area around Dodgeville and Mineral Point. Now it looked like trouble might break out all over again.

The difficulty was more easily talked about than solved. Leading the miners was Henry Dodge, who had come over from Missouri and had led a militia company against the Winnebago. He had made strikes near Dodgeville late in November, 1827, and by January had taken out more than $3,000 worth of lead. With two Negroes he was raising about 2,000 pounds a

day. Not only did he have a sound investment paying off, but Henry Dodge was a hard man to move anyway.

Dodge had made a bargain with the Bear, a Winnebago chief, and then sold parts of his purchase to incoming miners. As news of the deposits spread, hundreds flocked into the area. Some bought from Dodge, or went to work for him. Others started digging on their own. A few bought the right to dig from the Indians; most of them didn't.

Joseph M. Street sent a representative to the miners around Dodgeville ordering them off the Indian land. Dodge insisted that no definite lines marking off Winnebago territory had been drawn. Until that was done, the miners had the right to stay. Street reported later: "From the best information I have been able to obtain there are about one hundred and thirty men engaged in mining at this place, and completely armed with rifles and pistols." He also reported that Dodge said he would leave as soon as he conveniently could. Another report had it that Dodge said he would leave if his opponents had more guns than he.

As it turned out, there were only 130 men fit for duty in the garrison at Fort Crawford. Lacking sufficient men, and wanting to avoid trouble anyway, Street didn't move. United States officials speeded negotiations to buy the land from the Indians.

Commissioners for the government met with some of the chiefs at Green Bay in August) 1828. The following year a large council was held at Prairie du Chien. There the Winnebago surrendered their claims to the land in exchange for $18,000 and a large quantity of merchandise, all to be paid annually for thirty years. Henry Dodge turned out to be one of the treaty signers.[3]

AT that time Wisconsin was part of Michigan Territory al though the mining country might well have been part of Illinois. The area around Dodgeville was part of the lead region centered at the Fever River, and the biggest settlement was at the Galena mines.

Mining along the Mississippi had its beginning in Missouri many years before. Extensive lead deposits in what is now Washington County had been tapped off and on by Indians and French *voyageurs* [vwa-ya-zhur] in the 1600's. Early in the next century, a group of Frenchmen began to mine systematically. Operations continued when the Spanish took over Louisiana, and by 1800 there were reported to be about 5,000 whites and 1,000 Negro slaves in the Upper Louisiana mines. In the 1770's a miner named Julian Dubuque had moved further north along the Mississippi and uncovered more deposits. Some of his men probably drifted across the river and found good digging on the Fever River. Those deposits had also been worked for some time by Indians and fur traders, but in no organized fashion.

The land in northwestern Illinois was purchased by the United States from the Sauk and Fox Indians in 1804. The line between the purchase and Winnebago territory was later placed roughly two miles north of the present southern boundary of Wisconsin. A tract five miles square was reserved from sale and a system of leases was planned for miners.

The Missouri mines continued to provide most of the nation's lead after the Louisiana Purchase. Not until the early 1820's did people become interested in the Fever River diggings. A few fur traders had established posts in that area, and Indians brought lead as well as furs to trade, but little was done besides scooping up the lead that lay on or very near the surface.[4]

Business picked up and lead was bringing a pretty good price after the slight depression of 1819 when notices advertising Fever River leases appeared in newspapers. One of the first to take a lease was Colonel James Johnson of Kentucky. Johnson had been in the area several years, but now in 1822 he moved into large scale production, with plenty of tools and a number of Negro slaves.

News of the rich deposits now spread rapidly. Would-be miners came from southern Illinois, Kentucky, Tennessee and from Missouri. Some came overland. Others came by way of the Ohio River. Moses Meeker, for example, arrived in 1823 with a colony of forty-three men, women and children on the keel-boat *Col. Bumford*. The eighty-foot boat was packed with seventy-five tons of mining tools and equipment. It had been rowed, sailed, poled, and towed all the way from Cincinnati in just fifty-eight days, remarkably swift for the time. Meeker had the capital to go into mining, smelting, and do a little farming on the side.[5]

Many new arrivals wasted little time starting to dig. Housing was of small concern. Some people threw up rude shelters of logs, stone, even sod; others dug into the side of a hill and called it home. Some were so busy digging or looking for ore that they didn't get around to moving out of those holes for years.

Signs of previous Indian diggings led some to profitable beds of ore. Others looked for a bush called "masonic weed," supposed to have its roots in lead fifty feet below the surface. Others depended on the discovery of "float" mineral on the surface, a slight depression on the side of a hill, or a peculiar shape of a hill. The presence of a lot of ore near the surface, the crudeness of their tools, the danger of cave-ins, and the good possibilities of the vein ending in water kept most miners from digging very deep into the earth. Fifty to sixty feet down was usually the maximum shaft length.

When smelted, upward to 75 per cent of the ore became lead. Furnaces constructed of brick and stone usually were built

A French version of Western emigrants, from Roux de Rochelle's *L'Univers: Etats-Unis d'Amerique (1837).*

Mining heads and tailings in the Wisconsin lead region, ca. 1910.

in ravines near the diggings, over a small stream if possible. The water was used to turn a wheel that worked bellows to produce intense heat. Timber for fuel was cut off the hillsides. The ore was broken into small particles and thrown on a large slanting hearth filled with charcoal and wood. As the lead melted it ran into a heated reservoir. From there it was ladled into cast-iron molds. The product was a "pig" of lead weighing seventy pounds.

As the land belonged to the government and was under the Bureau of Ordnance, an army officer was appointed superintendent of mines. He and his sub-agents had power to enforce government lease and tax regulations, and settle claim disputes among miners. Later a small detachment of troops came in to help keep law and order and see that miners didn't stray north onto Indian land.

Once the army took over, anyone wishing to dig had to obtain a permit and agree to deliver his ore only to licensed smelters. The permit allowed a man to stake off a two-hundred-yard-square plot. If he had the money, a person could give bond for $5,000 and have the right to work 320 acres. Smelters had to give bond for $10,000 and got the right to use timber, rock, and water resources included on their grants. A federal tax of 10 per cent of the value of all lead produced was collected from them.[6]

Prospecting north of the Fever River diggings had begun in 1825. First strikes were made around New Diggings and Shullsburg. Soon after that Henry and J. B. P. Gratiot began the small community of Gratiot's Grove. The Gratiots paid some Winnebago $500 in goods and supplies for the privilege of digging ore. They also furnished mining tools and credit to many of the miners flocking north. Six smelting furnaces were soon operating and three four-horse teams made regular every-other-day trips to Galena from the Grove. Indication of how well the Gratiots did can be seen in the fact that by 1836 they had turned over more than a million pounds of lead, worth $60,000, to the government. That represented 10 per cent of the total production.

In 1826 strikes were made around Benton, White Oak Springs, and Willow Springs. The following year William S. Hamilton, son of the famous Federalist and first Secretary of the Treasury, stumbled onto a large deposit near Wiota. It became Hamilton's Diggings, and houses, a fort, and furnaces were built The next year John H. Rountree made strikes near Platteville, and began extensive mining in that area.[7]

AT the smelters, miners were paid from 1 1/4 to 3 cents a pound for their ore, depending on the market. At the best, three-quarters of that ore would become lead. The smelter sold the pigs for from 5 to 6 cents a pound during most of the 1820's.

For transportation, the lead region depended on the Mississippi, and thus established close trade relations with the South. Lead produced in Michigan Territory, which included all Wisconsin at that time, went by water or overland to Galena. Some travelled on flatboats directly to the St. Louis market. Via stream and flatboats the lead was carried to New Orleans. Transferred to sailing ships there, the produce from the Upper Mississippi mines found its way to eastern markets.

The manufacture of pewter, printers type, weights, shot, and other products consumed some of the lead. Much of it was used to make white lead, which formed a base for paint; Until about 1730 most houses in America were innocent of paint. A hundred years before that the Reverend Thomas Allen of Charlestown, Massachusetts, had got into trouble because parts of his house had been painted. Such a useless luxury was

considered something in which the Devil might well have a hand. After spreading paint became socially and morally acceptable, the British government taxed the importation of red and white lead, painters colors, glass, and also added a tax on tea. Failure to remove the tax on the last item resulted in a lot of tea finding its way to the bottom of Boston harbor in 1774.

After the Revolution Massachusetts and Virginia mines partially filled the need for lead, but much paint and other products were still imported. A few enterprising businessmen noted the possibilities of cutting into the English-dominated white lead market. In 1804 Samuel Whetherill built a factory in Philadelphia. It promptly burned down, and some suspected that British competitors had been behind the fire. Four or five years later, ignoring the advice of English agents to quit the business, Whetherill rebuilt. Immediately British manufacturers cut their prices and Whetherill's future as a white lead producer looked bleak. The War of 1812 saved him. Imports were cut off and domestic industry enjoyed a few years of protection in which to get started.

The scarcity of white lead during the war pushed the price from around ten to thirty cents a pound. Profits were so good that factories went up in various eastern cities. West of the Alleghenies, Pittsburgh and Cincinnati had factories by 1815. It was from his factory in Cincinnati that Moses Meeker had gone to the Fever River district looking for new sources of supply. Impressed with the possibility of riches, he had quit manufacturing and moved to the West.

With the increased demand for white lead, inventors got to work on new and faster methods of producing the material. At the time of the War of 1812 the practice was to cast lead into sheets, roll them into spiral forms and set them in earthen pots partially filled with vinegar. Heat was applied and the vinegar vaporized. The vapor corroded and united with the lead and formed carbonate of lead, a grayish white, crusty powder. That was scraped off, ground fine between millstones, then washed, dried, and sifted. Then the powder was ground into linseed oil and poured into kegs, ready for the market. When mixed with turpentine it became paint. Nothing inventors turned up was much better, though, and it was much later before other methods of white lead manufacture were generally adopted.[8]

EVEN so, a lot of paint was produced and distributed about the country, although comparatively little found its way to the lead region. A frontier community had less use for paint than did longer settled areas. Those who did want white lead had to pay 10 to 12 cents per pound for it. Most people were content with unpainted log houses. If better building materials were desired, they had to be imported, and prices were high. Sawmills were early erected on streams, but the local timber was mostly hardwood, good for floors and beams but not for the rest of the building. Bricks sold for $3.50 to $4.00 a thousand. Imported seasoned white pine went for $26 to $30 per thousand feet.

The British sovereign, worth around $5, and the French five *franc* piece, valued at about $1 .00, made up the common currency. Spanish pieces of eight, each "bit" worth 12 1/2 cents, also circulated.

Although some men might make as much as $30 a day digging ore, others were not so lucky. And not everyone mined. Common laborers made from 50 cents to $1.00 a day. Highly skilled workers like carpenters and masons might earn $3 to $4 for a long day's work.

Government policy discouraged agriculture, although it didn't entirely prevent it. Permission to farm had to be obtained from the sub-agent of the mine superintendent, and it was granted only if cultivating the soil didn't interfere with mining. Miners themselves didn't favor farming either. Cultivation of the land made prospecting and mining more difficult. Farming also meant the use of timber for building and fences, and that reduced the fuel supply for smelters. As a result, most food other than game and fish had to be imported. Freight prices up the Mississippi were around 4 cents a pound and that was always added to the consumer price.[9]

Those in a position to bring in a boat-load of groceries could make money. When supplies go short, prices rose. The winter of 1827-1828 caught many in the region without much food. A man named Bouthillier landed a keel-boat of general merchandise and flour and pork at Galena in the fall. None of the food was of high quality and the flour was hardened in the barrels. Chopping it out with a hatchet and sifting it loosely, Bouthillier doubled his investment, filling two barrels with the original contents of one. Flour hit $30 a barrel before the bottom dropped out of the cornered market. February turned out mild and a steamboat got through with supplies. "Suppose, by gar!" exclaimed Bouthillier. "What man tink one steamboat come up Fever river in mid de wint?"[10]

In the towns the tavern became the main center of social life. Usually the building was a one-room log affair. Sometimes it might be built high enough to allow for sleeping rooms above, though usually people had to go outside to get upstairs. A night's lodging could be had for 12 1/2 cents, and meals were 37 1/2 cents. It cost 50 cents to bed a horse, but it could be fed for 25 cents.

In the tavern after a hard day in the mines and on Saturday miners found relaxation. A card game of faro, euchre, poker, or seven-up could be found most any time. In the summer, when the crowd got too big, it often moved outside to the shady side of the building. There someone might happen along with a pair of wolves and a good fight would be staged. Or perhaps a wolf and a few dogs would be matched. Watching horse races also occupied the leisure hours. Most taverns had bowling alleys, where a wooden ball about a foot in diameter was rolled at ten large pins.

There was a fair amount of rough and tumble stuff among the miners, when spirits got high and things got dull. Knifings, shootings, and plain knock-down, eye-gouging fights were not uncommon. The loss of an eye or a broken limb occasionally marked the end of a good brawl. The influence of Southerners could be seen in the occasional application of the "code of honor." Sometimes the results were tragic, and a funeral then resulted.

There was, of course, more genteel entertainment too. During the Winter of 1827-1828, for example, there were ten or twelve balls in Galena. A particularly large one was held on February 22. In a log tavern sixty feet long, decorated inside

with evergreen boughs, sixty elegantly dressed ladies and ninety gentlemen danced till early in the morning. Such an affair also illustrated the persistent shortage of women which usually existed in the frontier society.

Occasions like the Fourth of July called for public celebration. A leading figure of the settlement delivered an oration and there was plenty of dancing, fun, and fireworks for all. The miners with their uncut hair, red flannel shirts and heavy boots mingled freely with the more polished gentlemen. Miners' wives, some smoking corncob pipes, were at ease for a time among the more well-to-do, better dressed ladies.[11]

As towns grew and people acquired an interest in a settled life, organized religion and schools appeared. An occasional itinerant preacher or a man selling religious books had come through before, but their stays were short and their influence slight. The first resident minister at Galena arrived in 1829 after forty-five residents had subscribed $430 to pay him a year's wages. The first church was a newly-constructed frame house which had the hard ground as a floor. A platform was raised at one end and people sat on what was handy. The first Sunday School was held in July that year, but many had to be taught to read before concentrating on religion.

A day school began in Galena in December, 1829. It cost each pupil *$3.50* for the three month session. Each one also had to bring a share of wood to heat the building. A school of eight pupils is reported to have started in Mineral Point that same year.

During the winter the settlements were isolated. The rivers froze, snow was deep, and the weather cold. Mail arrived infrequently; two deliveries during the winter was a good average. During those months little was heard from the sixty or seventy inhabitants of the little village of Chicago, eighty miles to the east, or from St. Louis, with 1,500 people the largest town in the West, about three hundred miles away.[12]

The Illinois Legislature established Jo Daviess County in 1827 and the Fever River Diggings officially became Galena, named after the kind of lead mined there. The northern boundary of the county ran about two miles north of what is now Shullsburg, Wisconsin. That area was included as part of a voting precinct of the newly formed town Because no boundary line had yet been definitely drawn, however, people didn't know whether they lived in Illinois or the Territory of Michigan

By October, 1829, the 1,500 people living north of Jo Daviess County were considered enough for a new county and the question was settled. Crawford County was divided and Iowa County, Michigan Territory, was formed. Iowa included the land south of the Wisconsin and west of a line from Illinois to the portage of the Fox-Wisconsin with the Mississippi as the western boundary. Until Grant County was formed from the western part in 1836, Iowa retained its large size

A circuit-riding judge was the main connection Crawford and Iowa counties had with the Michigan Territorial government. James D. Doty, later one of the governors of Wisconsin Territory, was the judge for several years He made annual trips from Green Bay to Prairie du Chien and the lead region. His first court case in Iowa County came up early in 1830. The court assembled at Helena, the new county seat on the Wisconsin river, but there was no jury. There weren't enough people around Helena to get one together. The court adjourned and selected Mineral Point as the center of the county and proceeded with the trial at that place.

Generally, though, miners stayed out of serious trouble. A man's claim was usually respected whether he was there to enforce it or not. Those who got out of bounds were swiftly dealt with, court or no court. A strong right arm settled many arguments. Petty thievery was frowned on, and sometimes punished by the miners with whippings. If a miner became hard-pressed by would-be claim jumpers he might find a well-built individual with a good reputation and give him a "fighting interest" in the claim. Such a private army might not dig or haul ore, but it was always ready to repel invasion when trouble came.[13]

The organization of government didn't directly affect the institution of slavery, which existed in the lead region even though it was illegal under the Northwest Ordinance. It is hard to say just how many slaves worked in the mines. The United States Census of 1830 listed thirty-six Negro slaves and thirty-three free Negroes in Jo Daviess County. In Crawford County that year only six Negroes were reported, all free. Other reports have listed a varied number of slaves in the entire region. Some owners freed their Negroes and then contracted them as indentured servants for one or more years. A document was entered in the court records such as.

> Abner Field to Cherry - Know all men by these presents, that I, Abner Field, do by these presents release and free an indentured woman of color now belonging to me known and called Cherry alias Chaney, on condition that she, the said woman, will serve me for one year from the date of this writing, and permit herself to be taken to Kentucky or elsewhere by my giving bond and security for her return.
>
> In testimony of the foregoing, I hereto set my hand and seal this 27th day of April, 1830.
>
> Recorded June 30, 1830. ABNER FIELD (seal)

Many people freed their slaves outright. The arrival of more and more free laborers into the region guaranteed the doom of the institution anyway.[14]

AT the end of the 1820's a depression hit the lead region. The 1828 production amounted to about twelve million pounds, and sold for around 5 cents. At the same time, the United States imported more than that, which, added to all the domestic production, put almost thirty-one million pounds on the market. The country couldn't use that much. The price fell and by 1829 was down to little more than one cent per pound, while selling in the east for between three and four cents. The miners' ore was worth much less.

When ore sold for less than a cent a pound it took a lot of digging to buy the necessities of life. As a result lead production decreased by only a few hundred pounds. Much trade was carried on by barter. The Galena *Miner's Journal*, for example, offered subscriptions for lead or cash, but would also take hay, corn, potatoes, turnips, cabbage and beets, if delivered before freezing weather.

Early in 1830 the tax on lead was dropped to 6 per cent. That didn't help much. Lead prices got up to 2¢ in February that year, but soon slipped back to 1 3/4¢ and below. Many miners took to farming, in spite of prohibitions, and the depression

helped to make the economy of the region more varied. Farmers found a ready market for all the food they could produce.

The system of leasing and collecting taxes on lead began to weaken. The expansion into Indian land had spelled the beginning of the end of tax collection, and the depression helped it along. When money got scarce, people were less and less willing to pay those taxes. Protests against them grew and agitation for the government to sell the land began among the residents.

At best the leasing system didn't work well. Many miners didn't bother to get permits, and too often government officials were unable to enforce the law. As the ore from Indian land came to smelters it finally occurred to someone that the federal government was collecting taxes on lead mined from land it didn't own. After the ore was smelted it was hard to prove where it had come from, and the army detachment wasn't large enough to check each load.

The opening of a land office at Mineral Point also helped bring leasing to an end. Although any land containing lead couldn't be sold, government officials often had difficulty deciding just which land contained ore. A good strike might end quickly and land that showed no signs of mineral might prove to be very rich. Finally officials accepted a sworn statement that the buyer had found no signs of lead on acreage he had chosen. That system wasn't foolproof. It was reported that some customers were blindfolded and led around the land, and could then claim with clear conscience that they had seen no evidence of mineral.

Payment of federal taxes and rents gradually ceased. An attempt to enforce the laws was made in 1840, but little came of it. Finally in 1847 the government legalized the sale of all land in the region.[15] And when the sale was announced, a poet on the Lancaster *Wisconsin Herald* wrote:

> New Diggings, Shake Rag, Benton, Snake
> Are all on hand and wide awake;
> Black Jack, Black Leg, Swindler's Ridge
> Claim with the rest their privilege.
> Franklin is there and Centreville
> Crawls from its elevated hill:
> Dodgeville, Shullsburg, Hamilton
> Are there to see to number one.
> Burlesqueburgh, Platteville, White Oak, Whig,
> Scrabble, the Little Patch and Big,
> Red Dog, Pin Hook, Nip and Tuck,
> Are all on hand to try their luck.
> Beetown and Pigeon thither fly,
> . . . And last, and least inclined to nab
> Her share of mineral lands, is Grab.

By 1832 the depression had lifted. In May of that year miners, smelters and merchants were back on a cash basis. Mines, sawmills, and gristmills were once again producing for an expanding market.

"Education is encouraged and promoted," boasted the *Miner's Journal*. "Justice is regularly administered. . . . The people of Galena are generally well-dressed, polite and sociable, and if there is a place where a respectable stranger finds pure, unalloyed hospitality, it is at the Upper Mississippi lead mines"[16]

By the time Wisconsin achieved statehood in 1848 other regions had outdistanced the lead areas in population. The proportion of representatives from there dropped to 18 per cent. In 1836, of the 11,000 people in Wisconsin, 5,000 of them lived in Grant and Iowa counties. Ten years later, those two counties had 27,000 of the total 155,000 people in the territory. Still, the lead region was influential enough to furnish Wisconsin's first state governor, Nelson Dewey of Grant County.[17]

The region had given a distinct flavor to the beginning of Wisconsin. It had been the main attraction for early immigration and had furnished large quantities of an important product for the national economy. Considerable leadership in the formation of the territory and in early statehood came out of the southwest corner. There Black Hawk and his warriors had made the last important Indian stand against westward-moving white civilization east of the Mississippi. When a state flag was designed, it was natural that a representation of two miners and their tools should have a place on it. And although they didn't know it, those miners who were too impatient to build houses and burrowed like badgers into sides of hills instead gave the state its nickname.

NOTES

1. Quoted in William Salter, "Henry Dodge," *Iowa Historical Record* 5:337-61 (October, 1889), 350-51.
2. Adele P. Gratiot, "Narrative," State Historical Society of Wisconsin, *Collections*, 10:269-71; Moses Strong, "Indian Wars of Wisconsin," ibid., 8:53-65; Louis Pelzer, *Henry Dodge* (Iowa City, 1911), 41-45.
3. Salter, "Henry Dodge," 351; Morgan L. Martin, "Narrative," State Historical society of Wisconsin, *Collections*, 11:396-98.
4. Background material from Henry R. Schoolcraft, *View of the Lead Mines of Missouri* (New York, 1819), 15-17; Reuben G. Thwaites, "Notes on Early Lead Mining in the Fever (or Galena) River District," State Historical Society of Wisconsin, *Collections*, 13:279, 285.
5. Moses Meeker, "Early History of the Lead Region of Wisconsin" State Historical Society of Wisconsin, Collections, 6:271-96; Joseph Schafer, *The Wisconsin Lead Region* (Madison, 1932), 33-37.
6. Schafer, Lead Region, 94-97; *History of Jo Daviess County* (Chicago, 1878), 252-53, 261-63.
7. *History of La Fayette County* (Chicago, 1881), 437-38; Sylvan J. Muldoon, *Alexander Hamilton's Pioneer Son* (Harrisburg, Pa., 1930), 33-49.
8. Material on white lead from John L. Bishop, *History of American Manufacturers* (3 vols., Phila., 1868), 1:208-09, 407; 2:35, 134, 213; William H. Pulsifer, *Notes for a History of Lead* (New York, 1888), 318-20, 322-23; Schoolcraft, *View*, 138.
9. *History of Jo Daviess County*, 257; Schafer, *Lead Region*, 30, 42, 132.
10. *History of Jo Daviess County*, 254.
11. *History of La Fayette County*, 458-59; Gratiot, "Narrative," 266-67.
12. Galena *Miner's Journal*, September 26, December 15, 1829; *History of Iowa County*, 451.
13. *History of Jo Daviess County*, 295-96; *History of Iowa County*, 508-09; *Miner's Journal*, December 22, 1829, October 30, 1830.
14. *History of Jo Daviess County*, 321.
15. On the depression and leasing, *ibid.*, 257; *History of Iowa County*, 494-95; *History of La Fayette County*, 417-20, 460-61; Schafer, *Lead Region*, 42; *Miner's Journal*, various issues, 1829-30.
16. *Miner's Journal*, May 5, 1832.
17. On lead region political influence, see Schafer, *Lead Region*, 57, 91.

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Additional Resources for Chapter VI

(ES) Elementary School
(MS) Middle School
(HS) High School

Books for Teachers

The Changing Workforce: Teaching Labor History with City and County Directories. Matt Blessing; State Historical Society of Wisconsin, 1996. A teaching kit containing teacher's guide, background material and worksheets for students, and reproduced photographs of Wisconsin's turn-of-the-century workers. Contact University of Wisconsin Press, (800) 621-2736. (HS)

Come and Get It. Edna Ferber; Doubleday, 1935. The story of a Wisconsin family during the logging days. Contact University of Wisconsin Press, (800) 621-2736.

Empire in Pine: The Story of Lumbering in Wisconsin, 1830-1900. Robert F. Fries; State Historical Society of Wisconsin, 1951. A comprehensive study of lumbering in Wisconsin during the nineteenth century.

The Labor Movement in Wisconsin: A History. Robert W. Ozanne; State Historical Society of Wisconsin, 1984. A study of unions from 1847-1930's.

My Land, My Home, My Wisconsin: The Epic Story of the Wisconsin Farm and Farm Family from Settlement Days to the Present. Robert Gard; *The Milwaukee Journal*, 1978.

Six Generations Here: A Farm Family Remembers. Marjorie L. McLellan; State Historical Society of Wisconsin, 1997. Photographic record of a Pomeranian immigrant family on their Dodge County farm in the first half of the twentieth century. Contact University of Wisconsin Press, (800) 621-2736.

Books for Students

Back to Beginnings: The Early Days of Dane County. Bobbie Malone; Dane County Cultural Affairs Commission, 1998. Traces the history of Dane County from pre-settlement times through the Civil War. Available in all Dane County community libraries and fourth grade classrooms. A limited number is available to the public at the Dane County Executive's Office, Room 421, City-County Building, 210 Martin Luther King, Jr. Blvd., Madison, Wisconsin 53703, (608) 266-4114. (ES)

Digging and Discovery: Wisconsin Archaeology. Diane Young Holliday and Bobbie Malone; State Historical Society of Wisconsin, 1997. The new *Badger History* series. Written especially for fourth graders. Introduces students to archaeology as a way to learn about Wisconsin's prehistoric and historic past. Teacher guide with same title. Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)

First Farm in the Valley: Anna's Story. Anne Pellowski; St. Mary's Press, 1997. This is the first in a series of short novels tracing the changing customs and farm techniques of four generations of a Polish-American family in rural Wisconsin. The story takes place in the 1870's. The series also includes *Winding Valley Farm: Annie's Story*, *Stairstep Farm: Anna Rose's Story*, *Willow Wind Farm: Betsy's Story*, and *Betsy's Up-and-Down Year*. (ES)

The Great Peshtigo Fire: An Eyewitness Account. Rev. Peter Pernin; University of Wisconsin Press, 1998. Dramatic account of the fire of 1871. Contact University of Wisconsin Press, (800) 621-2736. (HS)

John Muir: Wilderness Prophet. Peter Anderson; Franklin Watts Division of Grolier Publishing, 1995. Photographs and text. (ES)(MS)

Learning from the Land: Wisconsin Land Use. Bobbie Malone; State Historical Society of Wisconsin, 1998. The new *Badger History* series. Students learn about interactions of people with the natural geographical features of Wisconsin. Teacher guide with same title. Contact University of Wisconsin Press, (800) 621-2736. (ES)(MS)

Logging and Lumbering. Kathleen and Lawrence Abrams; Julian Messner, 1980. The history and contemporary work of loggers and sawmills are described. Wood products are discussed. Much of the information was gathered in Wisconsin. (ES)

Passenger Pigeon. Aldo Leopold, A.W. Schorger, et al.; State Historical Society of Wisconsin, 1976. Quotes about the life and disappearance of passenger pigeons. Contact the State Historical Museum Shop, (608) 264-6565. (HS)

The Story of My Boyhood and Youth. John Muir; University of Wisconsin Press, 1965. Muir recounts his early life as a boy in Scotland, his adolescence in the central Wisconsin wilderness, and his inventive young adulthood at the University of Wisconsin. Contact University of Wisconsin Press, (800) 621-2736. (MS)(HS)

Tractors: From Yesterday's Steam Wagons to Today's Turbocharged Giants. Jim Murphy; Lippincott/ HarperCollins, 1984. Accompanied by black and white photographs and drawings, a history of the tractor traces the advancements made in its design from the steamers of the 1800's to the diesel-powered giants of the late twentieth century. Several innovators for this evolution are discussed, including Jerome I. Case, who once lived and worked in Racine, Wisconsin. (ES)

Audios

"The History of Wisconsin through Integrated Student Creations." WISC Publications, 1992. Two cassettes of original music that emphasize Wisconsin history. Tape 1 includes "Our State," "EAA," (Experimental Aircraft Association) "American Indians," "Lumbering," "Cities," and "Agriculture." (ES)(MS)

CD ROM

"Wisconsin: Celebrating People, Place and Past." Wisconsin Educational Communications Board (WECB); 1998. A CD ROM developed in honor of the Wisconsin Sesquicentennial. Allows exploration of Wisconsin culture, history, geography and politics from prehistory to the present. Teacher guide available. Contact WECB at (608) 264-9693 or visit its website at http://www.ecb.org (ES)(MS)(HS)

Videos

"Investigating Wisconsin History." Wisconsin Educational Communications Board, 1998. Designed for the fourth grade, this twelve program series poses questions about Wisconsin's past and uses historical evidence to answer them. The series can be taped from Wisconsin Public Television. Teacher guide available. For programming information, contact the Wisconsin Educational Communications Board at (608) 264-9693 or visit its website: http://www.ecb.org (ES)(MS)

"A Portrait in Pine: Daylight in the Swamp—The Wisconsin Logging Era." University of Wisconsin-Stevens Point, 1976. An historical look at the logging camps of Wisconsin during the late 1800's. (HS)

"Shakerag." Hawkhill Associates, 1989. This video shows Mineral Point community life past and present, and how the town prepares for the future. Available from Hawkhill Associates, 125 East Gilman Street, P.O. Box 1029, Madison, Wisconsin 53701-1029. (ES)(MS)(HS)

"The Romance of the Lumberjack." Hawkhill Associates, 1983. (HS)

"The Rush for Grey Gold: How Wisconsin Began." Ootek Productions and Wisconsin Public Television, 1998. Call (608) 544-5662. (HS)

"The Wisconsin: River of 1000 Isles." Murphy Entertainment Group; 1994. Examines the history and culture along the Wisconsin River. Available from Murphy Entertainment Group, c/o WISC-TV, 7025 Raymond Road, Madison, Wisconsin 53719, and the Wisconsin Reference and Loan Library. See "Institutions and Organizations" in this publication. Study guide under development. (HS)

"Wisconsin Agriculture." Hawkhill Associates, 1988. Highlights the progress of dairy farming in Wisconsin. Available from Hawkhill Associates, 125 East Gilman Street, P.O. Box 1029, Madison, Wisconsin 53701-1029, and the Wisconsin Reference and Loan Library. See "Institutions and Organizations" in this publication. Teacher's guide available. (ES)(MS)(HS)

"Wisconsin Stories: Building A State." Wisconsin Public Television and the State Historical Society of Wisconsin, 1998. This five-part series, each one hour in length, tells the story of Wisconsin and its people. For programming information, contact the Wisconsin Educational Communications Board, (608) 264-9693, or visit its website: http://www.ecb.org (HS)

Chapter VII
La Follette and the Progressive Era, 1874–1914

Lesson 1
"Aunt Nellie" Advice for Farm Women

Elementary/Middle Level

Home economics pioneer Nellie Kedzie Jones (1858-1956) wrote an advice column for rural women across America from her farm in Marathon County, Wisconsin. These weekly articles were featured in the magazine *The Country Gentleman* from 1912-1916 under the title "The Country Gentlewoman." Her suggestions to farm women were meant to lessen their workload by running a more efficient household. As a reformer, "Aunt Nellie" wrote in a genuine down-to-earth style that was warm, enthusiastic, funny, and loaded with common sense. Many farm women of the 1910's looked to "Aunt Nellie" as their national leader of the women's movement.

Resource

"The Country Gentlewoman," November 2, 1912, by Nellie Kedzie Jones. Text included with this lesson, courtesy of the State Historical Society of Wisconsin.

Suggested Activities

1. What is "Aunt Nellie" trying to accomplish with this advice column to farm women in the 1910s? How might she be considered a feminist during this decade before suffrage? (B.4.3, E.4.10, E.8.8)

2. Since this article was written, in what ways has farm life changed for farm women and men in the social, economic, political, and cultural arenas? (B.4.4, E.4.8)

3. What technological changes have occurred to assist farm women and men with household routines today? Are they beneficial or harmful? Explain. (B.4.8)

4. "The Country Gentlewoman" articles were extremely popular among farm women just before World War I in America. What women or man in today's media, i.e., talk show hosts or columnists, promote common sense advice on day-to-day issues? How are they different from Nellie Jones? (B.4.9, B.8.10)

5. If you were a talk show host/hostess today, what issues would you want to address and why? What advice would you offer for one of these issues?

Additional resources related to this lesson are provided at the end of this chapter.

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960: Chapter 6

Wisconsin: The Story of the Badger State: Chapter 6

Wisconsin: A History: Chapters 24–27

History of Wisconsin: Volume 3: Chapters 11–12; Volume 4; Volume 5: Chapters 8, 10

See "General Background to Wisconsin History" located in the Resources at the front of this book.

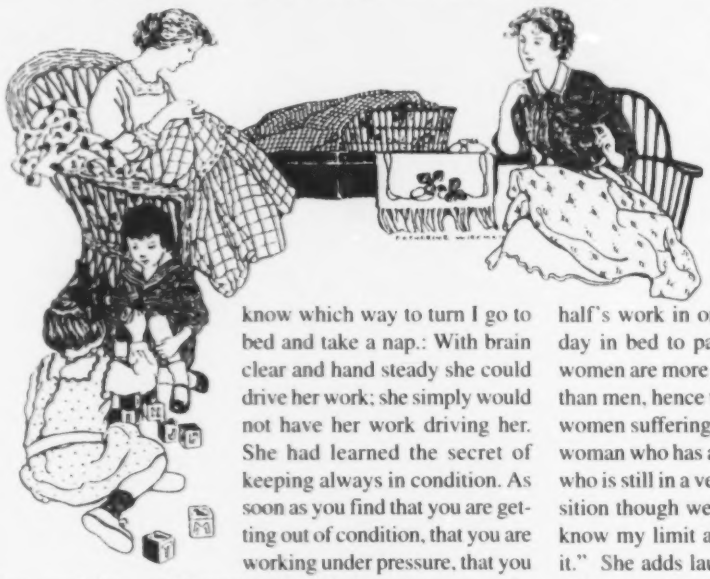
Related Standards

B.4.1	Examine information to understand past.
B.4.3	Use various sources to understand people.
B.4.4	Compare present and past life.
B.4.8	Compare past and present technologies.
B.4.9	Describe cooperation and interdependence.
B.8.1	Use a variety of sources.
B.8.10	Analyze conflict, cooperation, and interdependence.
E.4.8	Describe values and beliefs of different groups.
E.4.10	Explain how media influences opinions, choices, and decisions.
E.8.8	Show how media influences behavior.

THE COUNTRY GENTLEMAN

The Country Gentlewoman

To the Woman Who is Overworked



It is carrying coals to New-castle to tell the woman already overworked that she ought to do more and better work; that she ought to keep things in better order; and that "a stitch in time saves nine." What heart has she to try to beautify her home when she has no time even to look at the beauties of sky and field? The things she already has in her home in the way of refinement she has no time to enjoy. Just to keep them in fairly decent order frets her. What little time can be wrung from the ever-present work must be devoted to rest or sleep just to keep her alive. To go at all even a machine must be stopped long enough to be oiled and cleaned.

We have such women and we wonder how they have the courage to keep on living. The overworked woman is no comfort to herself and no joy to her friends, for they pity her so. Who is to blame for so sad a state of affairs? In the first place the woman herself. It seems almost brutal to say so but it is the plain, unvarnished truth. No one has a right to undertake more work than can be accomplished with one's stock of strength and skill. The ignorant teamster who overloads his horses is speedily hauled into court and is glad to get off with a fine and the promise not to do it again. It is just criminal to overwork yourself as to overwork your horse or your child. Suicide and murder are in the same class. With the American, work is a form of dissipation. The overworked woman ought to sign the pledge and stick to it. The ambitious woman does not always realize that she is overworking, but she always knows afterward that she has overworked. The aching head, the sleepless nights, the growing irritability are danger signals; every one of them means "Halt!"

One wise woman who accomplished a marvelous amount of work gave the secret of it: "When things pile up so that I don't know which way to turn I go to bed and take a nap.: With brain clear and hand steady she could drive her work; she simply would not have her work driving her. She had learned the secret of keeping always in condition. As soon as you find that you are getting out of condition, that you are working under pressure, that you are fretted and worried, that you are making costly mistakes, stop short and have a nap. Go to bed earlier and get up a little later. Under the magic spell of sleep, enough to condition your nerves and muscles and brighten your mind, the work somehow will lighten up of itself. Not the long day, but the efficient day, is what you must cultivate.

Much of the original opposition to the eight-hour day on the part of the employing class has given way under the demonstration that at many kinds of work an operator can do more work in eight hours that he can do in ten. Why? Because he can keep in condition. "Fine fettle" is the right of the housewife as much as it is the right of the athlete. Do not wait till New Year's Day to take this resolution: I will always keep in condition. This is easy to say, but it will take a splendid self-control on your own part and a stubborn resistance to the pressure that family and friends will put on you. Many women are working continually at half efficiency because, like the jaded hack horse, they never have rest enough to "condition" themselves.

A Philosophy That Works Wonders

A little careful observation and judgment on your part will determine that limit of your working ability. Then inside of that must be made a margin as a factor of safety. Then when you reach that point just quit. Don't work on tomorrow's stock of strength, which will not be generated until tomorrow. An overdraft will cost you dearly indeed. Many a woman has done a day and a half's work in one day and spent the next day in bed to pay for her folly. As a rule women are more ambitious and painstaking than men, hence the great preponderance of women suffering from overwork. One frail woman who has accomplished wonders and who is still in a very important executive position though well on in the fifties says: "I know my limit and religiously stay within it." She adds laughingly: "My philosophy of life is never to stand when I can sit and never to sit when I can lie down and never to do today what can be put off till tomorrow." She has become an artist in the conservation of her energy. She rarely wastes an atom of strength.

Recently I was at dinner in a farm home. With me was an elderly woman who said to our hostess: "That was a fine dinner, but you served too much." She has been a farmer's wife herself and knew that a housewife who had no help and was cooking for a large family and hired men also could not cook and serve such a dinner without overtaxing her strength. There were only fried chicken with gravy, potatoes, hot rolls, cucumber and tomato salad, and a chocolate pudding for dessert. The hostess did not see how she could have had any less. The gray-haired guest said: "We did not need that pudding." If more housewives would have simpler meals there would be a great saving of work three times a day. To see a hostess so flushed and tired that she cannot eat her own good dinner nearly spoils it for me. A few women brave enough to set a simple standard will make it easier for all the other women in their circle. It would be enough not to have a dessert if a salad is served. A dinner of braised beef with gravy, potatoes, cabbage salad, and bread and butter is plenty. If there is no salad then pudding or pie may be used.

The Unchanging Grind That Tells

Most housewives do more work than is really necessary. Floors must be scrubbed just so often, no matter what the weather is. I have seen women down on hands and knees scrubbing kitchen and hall floors while the storm-clouds were rolling up. The children and the men had no concrete sidewalks to walk on, mud in large quantities would surely be tracked on the floors within an hour, but that made no difference -- it was scrubbing day. I remonstrated in vain. "Why, this is my day to scrub." So, too, with the window-washing. Suppose in a busy time they should go four weeks instead of two. It is the ambitious program with no allowance for extras or sickness or interruptions that is killing off so many women.

Must of the annual housecleaning could be dispensed with. Our mothers dissipated with both a spring and a fall housecleaning and it is no wonder that the men wanted to take to the woods. Everything was turned upside down and inside out and deposited in the yard. The whole family regime got a jolt that it took a month to overcome. Now the wise housewife does not clean the house - she cleans a room now and then when it can be done without upsetting the regular routine of the home. She does not work herself into a fit of nervous prostration. She "cuts the corners" of hard work. Take the bedroom curtains, for instance, and those in the living room - she prudently makes them of material that does not need ironing, thereby saving more than half the work. The seersuckers come in soft pretty colors as well as in white and cream. They may be washed, hung straight on the line, then when dry put at once on the rods. The whole matter of washing and ironing might be greatly simplified in many homes. The modern washing machine makes clothes clean with much less labor than formerly. One of the men ought to run the machine and turn the wringer of course. Let him bring the water and empty the tubs also. Sometimes if a man cannot be spared Monday morning, but can be spared in the afternoon or on Tuesday, don't be so wedded to your routine that you cannot wait and thereby save yourself the heavy toil that no woman ought to do.

Ironing is hard, hot work and the most of it is wholly inexcusable. You ought to have a mangle and let one of the men turn it, but in case you have none then put away most of the clothes unironed. The everyday sheets are sweet and clean when taken from sunshine and pure air; fold them smoothly and put them away. Dish-towels, bath towels, all the underwear and the stockings need no ironing. Any woman who will stop and think it over must admit that a large part of her ironing is a wicked waste of strength and vitality. She could invest the same working power elsewhere to far better advantage.

The fact is we are so tied to the old New England traditions of good housekeeping that we have not learned to think for ourselves on many of the commonest household operations. We do it as mother or grandmother did it, never taking the time to think through carefully the problem of investing our limited amount of working power to yield the largest returns in health and happiness. There is always the fear of that imaginary being, "the perfect housekeeper." The sanitary conditions of our homes cannot be neglected. It is better to have a bare floor well swept than a carpet full of invisible dust, even if the floor is not scrubbed often enough to keep it white. A well-oiled floor does not need frequent scrubbings.

In planning the housework have something for every one to do. Even the little folks should always put away their own things. A very young child can soon acquire the habit of putting a thing back when he is done with it. Where each member of the family cultivates this habit the housekeeper will be saved in the aggregate many a day's work each year.

Boys must be taught young if this most excellent practice is to become second nature. I know a man good as gold who regrets that he cannot employ more help for his wife; he often assists her in the heavier household duties, but he never folds up his napkin and puts it in the ring; he drops his paper wherever he happens to be; he rarely hangs up his hat and coat; often he forgets to clean the mud from his shoes, and so on to the end of the chapter. If he only had acquired orderly habits as a child how many weary steps he would daily save his wife! If we farmers' wives would put in less time ironing the wiping towels and scrubbing the floors and more time in training our young children to help in carrying on the home there would be fewer overworked women.

"Many hands make light work." There is a great reserve of unused working force in most farm homes. The mother must be the general to organize it. Any bright child ten years old should be made to make is own bed and keep his room in order. There are numberless other simple duties about a home that should be put on the children. A child instead of being a burden ought to be a reënforcement. This is not a fine theory, but a blessed fact in many households of any acquaintance. We mothers ought to use our brains more and our hands less.

Are You a General in Your Work?

Watch out for short cuts in the cooking. Here scientific management will work wonders. Most of us picked up our cooking as girls, never once thinking it through as to the shortest route to this or that result. We still have the same wasteful habits of time and energy that we happened to fall into as children. Men are out in the world in a hard, close competition with each other. If one finds a short cut all copy him; but woman's work for the most part is at home. She must go it alone. Often it is a hard road, indeed, that she travels. Learn to combine and double up the routine processes. For example, in cold weather enough oatmeal may be put in the fireless cooker for two breakfasts, merely warming up that used for the second breakfast. In a good-sized family a whole ham, either fresh or cured, may be baked for dinner today, sliced cold for tomorrow, and on the third day the lean bits may be made into "lobscouse," which is an Irish stew made of pork.

The overworked woman is usually a worrier. The old lady was right who advised her young friend to keep her mind off her thoughts. The wise woman who plans the duties for the day, figuring out the best possible order for the duties she alone can perform, need vitiate no good red blood in worrying. She is the woman who is mistress of the situation. She develops into a manager, a campaigner and executive. Don't cross bridges until you come to them. Learn to know a big thing from a little one. Don't let other people fool away your time. The most important thing in the day's work is getting to bed early. Be a miser on sleep; get all you can of it. It clarifies the mind and makes the body young again. The woman who is under the harrow of work never done is no general.

Lesson 2

The Progressive Movement

High School

The Progressive movement in which "Fighting Bob" La Follette was a major reformer resulted in the passage of bills that made Wisconsin a leader in social legislation. Some of the new laws included the first state income tax law, a worker's compensation act, regulation of corporations and regulation of the railroad freight rates, labor policies, and other industrial/business regulations.

The "Wisconsin Idea" was an outgrowth of the Progressive movement. It was an effort to bring together the state government, the university, and citizens of Wisconsin to solve social, political and economic problems. This idea received national attention as University of Wisconsin professors helped to create new laws. La Follette was elected to the United States Senate and was known as a legislator who was not controlled by business interests. The new ideas of that era are frequently mentioned and used as a "yardstick" to judge the progress of Wisconsin today.

Resources

Wisconsin: The Story of the Badger State. Norman Risjord, "The La Follette Era," pp. 153–180.

Wisconsin: A History. Robert C. Nesbit, pp. 399–435.

Suggested Activities

1. Research and present information in a timeline or other visual display such as a schematic drawing or concept map with written explanations. Research should answer the following questions:

   - Who were the influential people in the Progressive Era?
   - What goals and ideas did they propose and to what extent were they accomplished?
   - What political parties existed at that time and what was their role in the Progressive Movement?
   - Why did the Progressive Era end?
   - What initiatives and ideas would you consider progressive in our state today and why?

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960: Chapter 6

Wisconsin: The Story of the Badger State: Chapter 6

Wisconsin: A History: Chapters 24–27

History of Wisconsin: Volume 3: Chapters 11–12; Volume 4; Volume 5: Chapters 8, 10

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

B.12.3 Analyze significant historical events.
B.12.8 Explain significance of important people and their work.
C.8.6 Explain role of political parties.
C.8.8 Identify ways advocates participate in public policy debates.
C.12.9 Identify how advocates influence public policy.
C.12.14 Analyze how political and social movements mobilize public opinion.

Additional Resources for Chapter VII

(ES) Elementary School
(MS) Middle School
(HS) High School

Books for Teachers

The Decline of the Progressive Movement in Wisconsin, 1890-1920. Herbert F. Margulies; State Historical Society of Wisconsin, 1968. Contact University of Wisconsin Press, (800) 621-2736.

Books for Students

Wisconsin Stories: The Suppression of John F. Deitz: An Episode of the Progressive Era in Wisconsin. Paul Haas; State Historical Society of Wisconsin, 1974. Contact the State Historical Museum Shop, (608) 264-6565. (MS)(HS)

Videos

"Pioneers in Law: The First 150 Women." State Bar Association of Wisconsin, 1998. A 25-minute video and accompanying book describing Wisconsin's first women lawyers. Free copies are available by contacting the State Bar, (608) 257-3838. (HS)

"Wisconsin Stories: Laboratory of Democracy." Wisconsin Public Television and the State Historical Society of Wisconsin, 1998. The story of Wisconsin and its people is told in this five-part series. Each segment is one hour in length. For programming information, contact the Wisconsin Educational Communications Board, (608) 264-9693, or visit its website: http://www.ecb.org (HS)

Chapter VIII
The World Wars and Conflicts

Lesson 1
WW I Homefront Fourth of July Parade, 1918

Elementary Level

Independence Day has remained one of the most celebrated holidays in the United States. Colorful parades take place in most communities. Flags fly from lampposts and in front of many homes. Red, white, and blue, the colors of our flag, dominate the clothing of people and decorations of communities. This 1918 photograph gives students an opportunity to compare historical documents and interpret the past from a primary source.

Resource

A photo depicting a homefront Fourth of July parade in downtown Green Bay, 1918. Photograph is included with this lesson, courtesy of the State Historical Society of Wisconsin.

Suggested Activities

1. Compare this wartime Fourth of July parade photo with Independence Day parades ot today. What roles do you see individuals and/or groups playing? Which of these roles are social, economic, political, or cultural? How do you know? (B.4.4)

2. What is the significance of Independence Day? What is the Declaration of Independence? What does it symbolize? What makes the year of this Fourth of July parade especially significant? (B.4.6)

3. How have technological advancements since the bird's eye map of 1893 affected local citizens' use of energy, transportation, and communication? (B.4.8)

Additional resources related to this lesson are provided at the end of this chapter.

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960; Chapter 6

Wisconsin: The Story of the Badger State; Chapter 6

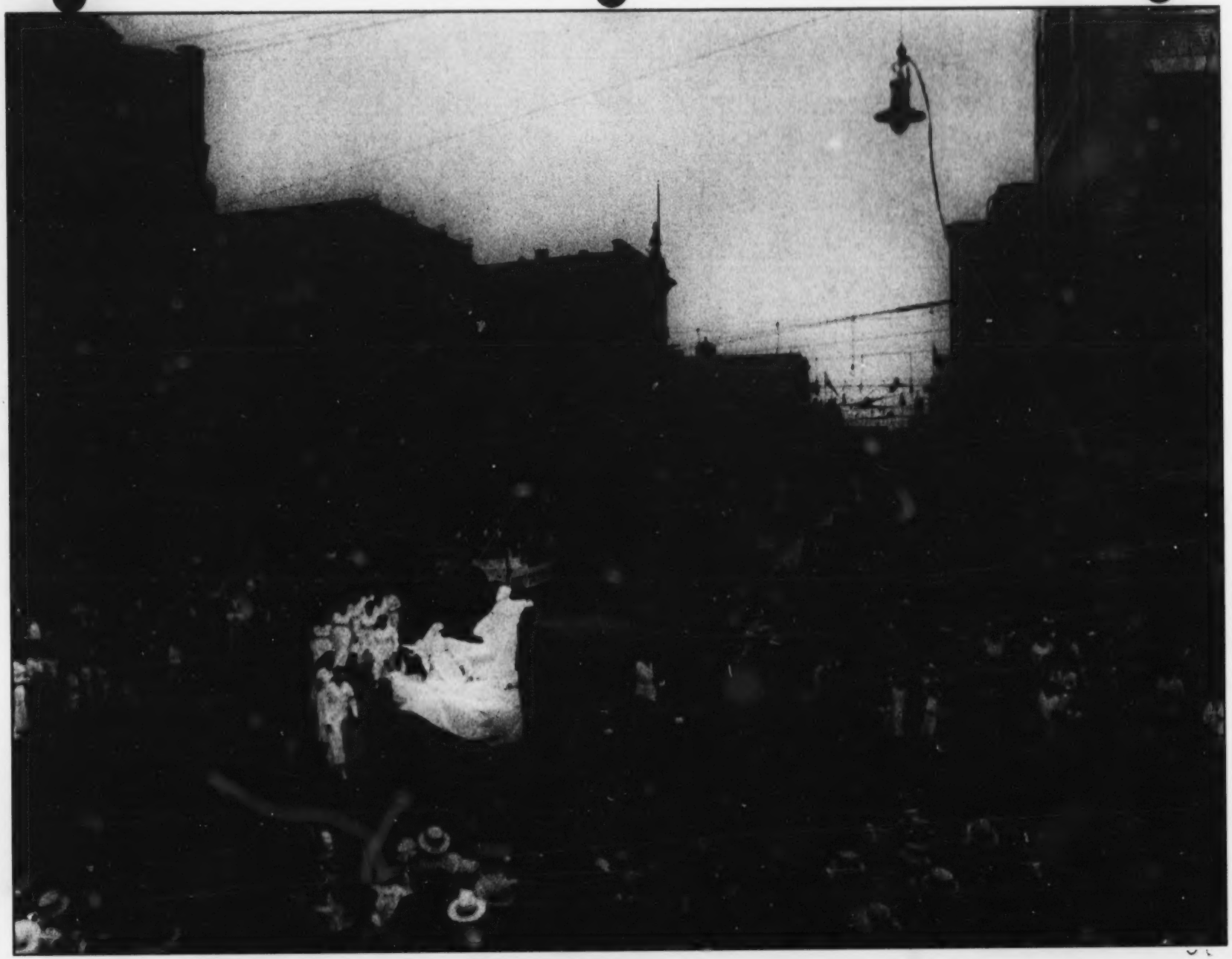
Wisconsin: A History; Chapters 27–30

History of Wisconsin; Volume 5: Chapters 1–2; Volume 6: Chapters 3, 11–13

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

B.4.1	Examine information to understand past.
B.4.4	Compare present and past life.
B.4.6	Explain significance of holidays and symbols.
B.4.8	Compare past and present technologies.



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Lesson 2
WW II Letter from Pearl Harbor

Elementary/Middle Level

World War II veteran Mark W. Smith was born on August 20, 1919. He grew up in De Pere, Wisconsin, and attended De Pere High School. In the fall of 1940, Mark enlisted in the United States Army. He was assigned to duty at Pearl Harbor, Hawaii in June of 1941. In November of 1942, Captain Smith returned to Chanute Field in Rantoul, Illinois. After the war, Mark Smith returned to the University of Wisconsin at Madison and completed his engineering degree. Shortly thereafter, Mark and his wife moved to the east coast where they raised a family of five children, and spent most of Mark's career.

Resource

A letter from Pearl Harbor, December 21, 1941, by Mark W. Smith is provided with this lesson, courtesy of the State Historical Society of Wisconsin.

Suggested Activities

1. What parts of the letter show that Mark Smith understands the significance of what happened two weeks earlier? Why might this letter be considered valuable to a World War II researcher? (B.4.3)

2. What might December 7, 1941, have been like for this young man from Wisconsin? If the letter was made into a play, which parts could be performed without changing a single word? Write that script. (B.4.7, B.8.7)

3. Communication has changed greatly since 1941. What technologies available today could Mark Smith have used to communicate with his mother in De Pere? Why do many people think that the old-fashioned letter is a more valuable communication tool than many other resources available today? Would you agree? (B.4.8)

Additional resources related to this lesson are provided at the end of this chapter.

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960; Chapter 6

Wisconsin: The Story of the Badger State; Chapter 6

Wisconsin: A History; Chapters 27–30

History of Wisconsin; Volume 5: Chapters 1–2; Volume 6: Chapters 3, 11–13

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

B.4.1 Examine information to understand past

B.4.3 Use various sources to understand people

B.4.7 Identify important events and people

B.4.8 Compare past and present technologies

B.8.1 Use a variety of sources

B.8.7 Identify events and people in major eras

ALOHA
HAWAII

HAWAII -- the Land of Scenery, Sunshine & Gaiety

CLIPPERGRAM

FROM HAWAII

Sunday - 3 P.M.
December 21, 1941

Dear Mother;

It sure was nice to talk to you the other night, I suppose it got you out of bed but I had to use whatever time was available. My work continues exactly as before except that I no longer wear civilian clothes, most every buddie I run into is very envious of my job because they certainly have no bed of roses. Many of them don't get to see a bed or a shower for long stretches and the food is not quite what it used to be.

Pete sent me $10 with the stipulation that I spend it frivolously, please advise him that that is an impossibility - one can't even buy a bottle of beer at present and it's been two months since I last went into town. We make very complete use of whatever daylight there is, everyone I know works a seven day week, and seven p. m., is none too early to go to bed.

I know nothing of any of my old friends as I haven't had occasion to return to my old haunts since December 5th. I hope they are all well but can't be too optimistic. I haven't been paid for at least seven weeks and I would be broke and badly in debt if it weren't for

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(2)

CHIPPERGRAM

FROM HAWAII

my various talents that I have been forced to use to my advantage on other occasions. Everyone seems to have plenty of money to throw around so it is comparatively easy to get ahold of some if and when I need it, anyway it is very simple to get a small amount of credit in the necessary places. Whenever I look around I become more sure that I am a very lucky fellow and I have followed your advice about the St. Christopher medal if that will make you rest any easier.

I feel quite sure that we wont be bothered here again and I'm positive there'll be no more surprises. We think, work, and look to the future as one man - petty gripes, crime, indecision, and thoughtlessness are all things of the past. Cooperation, thrift, and hard work are the main points of the new order - I'm proud to be a part of such a mechanism as is at work here.

May love to all,

Mark

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Lesson 3

Personal Accounts of 20th Century Wars

High School

History textbooks are often written as a narration of the actions and decisions of famous people and events. Wars are fought and supported by many people whose descriptions, feelings, and opinions are not mentioned in the history books. The armed forces leaders and the political leaders of governments dominate the textbooks, as do the names, results, and statistics of battles. In this activity, students have the opportunity to examine a primary source of reflections of ordinary people who personally experienced war.

Resources

Voices of the Wisconsin Past. Edited by Michael E. Stevens. This series includes *Letters From the Front: 1898-1945; Remembering The Holocaust; Women Remember the War, 1941-1945*; and *Voices from Vietnam.*

Check the public library in your town for collections of letters or diaries from members of the military who lived in your town who fought in the Civil War, Spanish American War, World War I and II, etc.

Collect resources and maps on World War II for use in the classroom.

Secondary sources, including United States history textbooks.

Suggested Activities

1. Formulate questions about war including questions about the daily experiences of people on or near the battlefields.
2. Read a section in a United States history textbook (a secondary source) about a major war which involved the United States. Evaluate how the books portray the war.
3. Read excerpts from two or more books and compare how the same event is described. Why might these accounts differ?
4. Using the questions generated before beginning this activity, write a paragraph on your reflections and answer the following questions:
   - How has your understanding and feeling about war changed or remained the same from before you started this activity?
   - What were the major differences or similarities between the letters and/or remembrances (the primary sources) of the people who experienced the war and textbook accounts or descriptions in other secondary sources? Why do these accounts vary?
   - To what extent has your perception of a soldier's life changed? What brought about this change, if any?
   - What additional information did you learn from family conversations, letters, or other local community sources?
5. Identify the location of the war zone, the countries involved, and the particular battles mentioned in one of your readings and prepare an overhead transparency or use a classroom wall map to show this information.
6. Imagine you served in the military during a war and write a letter home describing a day from dawn to rest. Identify the war, the war zone, your location, your duties and your feelings about your role in the military.

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960; Chapter 6

Wisconsin: The Story of the Badger State; Chapter 6

Wisconsin: A History; Chapters 27–30

History of Wisconsin; Volume 5: Chapters 1–2; Volume 6: Chapters 3, 11–13

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

B.12.1 Explain different points of view

B.12.2 Analyze primary and secondary sources

Additional Resources for Chapter VIII

(ES) = Elementary School
(MS) = Middle School
(HS) = High School

Books for Teachers

Wisconsin Magazine of History, Vol. 82, No. 2, 1998. "The Back of the Homefront: Black and American Indian Women in Wisconsin During World War II"; Patty Loew. The magazine may be borrowed from any major public or university library or from the Refrence and Loan Library, (888) 542-5543.

Voices of the Wisconsin Past series. Michael E. Stevens, editor; State Historical Society of Wisconsin. A series presenting first-person historical accounts of drawn from letters, diaries, and oral histories. Contact University of Wisconsin Press, (800) 621-2736.

Letters from the Front, 1898-1945. (Free teacher's companion is available.)

Women Remember the War, 1941-1945.

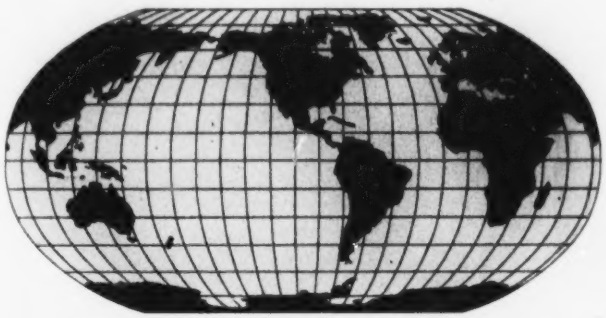
Remembering the Holocaust. (Free teacher's companion is available.)

Voices From Vietnam.

Wisconsin's Role in World War II. A teacher's guide developed for the Wisconsin Veterans Museum. Contact the museum at (608) 264-6086.

Books for Students

Use excerpts from the books listed for teachers.



Chapter IX
Prosperity, Depression, Industry and Urbanization

Lesson 1
Ice Harvesting as a Business

Elementary/Middle Level

The Miller & Rasmussen Ice Company was a family-owned business that harvested, bought, and sold ice both wholesale and retail in the Green Bay area from 1903-1973. Following is a brief history:

1916 Transition from ice wagons to trucks begins on 22 local routes.
1917 Large wartime production to move foodstuffs abroad.
1918 Business doubles as M&R provides ice to railroad cars.
1921 Very mild winter forces many small operators out of business.
1929 Harvesting ice begins phase-out, replaced by artificial ice.
1931 Ice harvesting ends, artificial ice production doubles.
1930s Business peaks as demand continues during the Depression.
1940s Gradual shift away from home delivery of ice to packaged ice.
1950s Struggle to meet new consumer demand for small packaged ice.
1960s Stockholders unwilling to spend money for needed renovations.
1973 M&R sell all buildings and machinery to close out business.

Resources

Ice harvesting photograph is provided with this lesson, courtesy of the Milwaukee Public Museum.

Miller & Rasmussen Ice Company Financial Statement, 1918, is provided with this lesson, courtesy of the State Historical Society of Wisconsin.

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960: Chapters 5–8

Wisconsin: The Story of the Badger State: Chapter 7

Wisconsin: A History: Chapters 28–29

History of Wisconsin: Volume 2: Chapter 7; Volume 3: Chapters 4, 5, 8–10; Volume 5: Chapters 9–13

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

A.4.4 Describe the interaction between people and environment.
A.8.8 Analyze interaction with environment.
B.4.1 Examine information to understand past.
B.4.4 Compare present and past life.
B.4.8 Compare past and present technologies.
B.8.1 Use a variety of sources.
D.4.4 Give examples of specialization in business and industry.
D.8.9 Explain why worker earnings depend on productivity and market value.

Suggested Activities

1. What does this photograph and financial statement suggest about how people in this business interacted with their physical environment? Discuss seasonal uses of land and water historically and in the present. (A.4.4, A.8.8, B.4.4)

2. Compare and contrast cold storage in 1918 to cold storage today. How have the observed changes affected the lives of customers and businesses? (B.4.4, B.4.8, D.8.9)

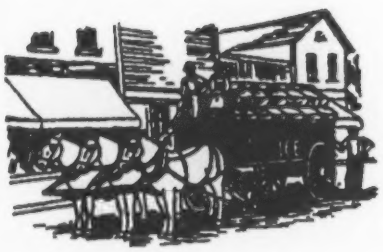
3. Give examples to explain how ice companies depended upon workers with specialized skills to make production more efficient. (D.4.4)

4. What may have happened to these workers when the business closed? (B.4.1, D.4.4)

Additional resources related to this lesson are provided at the end of this chapter.

Illustration of an icebox sold in the Fall 1900 Sears, Roebuck and Co. catalog

Ice Harvesting in Milwaukee.



Miller & Rasmussen Ice Co.

Wholesale and Retail Dealers in

CRYSTAL ICE

TELEPHONE No. 2 NORTH END BROADWAY

GREEN BAY, WIS.. 6/I8/I8

Depreciation I9I7

Buildings----------	$I2,000	@ 6%	20.00
Machinery----------	3,000	" I0%	300.00
Harness----------	500	" 20%	I00.00
Horses----------	3,600	" I6%	576.00
Sleighs----------	700	" I0"	70.00
Wagons----------	2,000	" I6"	320.00
Ice Racks----------	600	" 20"	I20.00
Ice Tools----------	800	" 25"	200.00
Loading Machine----------	800	" I5"	I20.00
Building Material----------	500	" 6"	30.00
2 Auto Trucks----------	3,000	" I8"	540.00
I " " ----------	I,200	" I8"	2I6.00
Furniture & Office Fix.---	300	" I0"	30.00
			3,342.00

Lesson 2
The Great American Depression

Middle/High School Level

The depression of the 1930's is known as the "Great Depression," and it was experienced just as severely in Wisconsin as elsewhere. Today's students may have grandparents or elderly neighbors and friends who lived through the Depression. First-hand accounts of the hardships and hunger that many people faced make deep impressions on people. This activity portrays the ways in which the Depression affected people. It may be especially interesting to students because the author of the primary source document is a school teacher.

Resources

An excerpt from " Getting By: A Schoolteacher's Recollection of the Depression Years" by Arthur W. Jorgensen, Sr. *Wisconsin Magazine of History,* Vol. 68, No. 4, Summer 1985, pps 272-280. Text included with this lesson, courtesy of the State Historical Society of Wisconsin.

United States history textbooks

Suggested Activities

1. Read general background material to review the depression and identify its causes and consequences.

2. Read and discuss *Getting By: A Schoolteacher's Recollection of the Depression Years.*

3. Develop questions individually or as a class to ask a relative or neighbor about what it was like during the depression.

4. Visit a senior citizen center and interview people who recall what the Depression was like and how they recall its impact on their lives in the past and the present.

5. Summarize the information in a written project, audio tape or video tape (including interviews) and provide information about the causes of the Depression, the important people and events, the policies adopted by the government to help people, and the policies which have continued to this day from that time.

6. What were some causes and effects of the Depression elsewhere in the nation and the world? (B.12.3)

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960: Chapters 5–8

Wisconsin: The Story of the Badger State: Chapter 7

Wisconsin: A History; Chapters 28–29

History of Wisconsin: Volume 2: Chapter 7; Volume 3: Chapters 4, 5, 8–10; Volume 5: Chapters 9–13

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

B.8.1 Interpret the past using eyewitness accounts

B.8.7 Identify significant events in major eras

B.12.1 Explain different points of view

B.12.3 Analyze significant historical periods

Getting By: A Schoolteacher's Recollection of the Depression Years

By Arthur W. Jorgenson, Sr.

TEACHING in a rural community high school for fourteen years was a unique experience. These years from 1927 until America entered the war were punctuated by an unbelievable depression when compared to the prosperous twenties. One of the elective subjects I was teaching my third school year at Columbus (1929-1930) was economics. Economics was my major at college and a subject I was well qualified to teach. One of the projects I assigned each of my students was to invest a hypothetical one thousand dollars. All but one student, Elizabeth Tobin, bought stock listed on the New York Stock Exchange. Liz said she would invest her thousand dollars with "twenty percent Hutchins." Hutchins, who lived in Hancock, Wisconsin, turned out to be a con man, but not until he had taken many thousands of dollars from greedy investors who believed a story then circulating that Hutchins was making fabulous profits dealing in cigars. Supposedly he was buying up seconds, paying a dividend of 20 per cent (the going rate of return was 5 or 6 per cent), and distributing them at 100 per cent profit.

Ralph Behling was appointed to keep track of the stock profits as the students followed the spectacular rise of the stock market that was occurring in the fall of 1929. Ralph devised a chart that was prominently displayed at the front of the class. Ralph would arrive early so he could have all the gains posted when the economics class assembled. On Wednesday, October 30, 1929, I arrived to find Ralph in a quandary. All the stocks had dropped so much the previous day that he had reached the bottom of the chart. I suggested that maybe it would be a good time to discontinue the project. Our study of economics changed that day, and the textbooks suddenly became outmoded.

The summer of 1930 presented the usual money problem for the schoolteacher. After the June check, there would not be another one until the end of September. Summer jobs were scarce at the beginning of the Depression. This was especially true for teachers, since any available jobs, such as in the canning factories around Columbus, were given to the growing list of long-term unemployed

There were still just two of us, so we decided to visit my parents, Fred and Stena, at the farm. While at the farm I drove out to visit Hobert Edmunds, an old acquaintance who owned Edmund's Dock and Park. Hobe also had two passenger launches and a fleet of canoes and boats. His employees consisted of his wife and a brother-in-law. I thought he might know of some work for an unemployed schoolteacher. Hobe said he didn't have a job for me, but he would like to have someone run the concession at the dock. A man named Paulson had been running it, but he had other plans for the coming season.

Hobe explained that there was a good business on weekends, particularly on Sundays. He said he did not expect anything out of the receipts; he just wanted a responsible party in charge. The equipment, a kerosene stove and cooking equipment, belonged to Paulson. This I would have to buy.

I guess I did not appear too interested be cause Hobe said, "See that one-room log cabin? That used to be my office, but I don't use it for that anymore. I have it furnished for overnight sleeping accommodations. You and your wife can have the use of it if you will take over the dock. You will also get a commission on ice cream and pop that is hauled from the dock to Scout Island." (Scout Island was properly known as Onaway Island. It was owned by the Boys' Brigade of Neenah, Wisconsin. When I was a Boy Scout, I had spent two weeks there. I had earned my letter "O" as an expert swimmer.)

I told Hobe I would get back to him after a conference with Mr. Paulson and wife Bobbie. I found Paulson running a store at the Veterans' Home. He was most anxious to sell his restaurant equipment. I told him I was low on cash and would also have to convince my wife that this was a good idea. He said he was thinking about getting $100 for what he had at the dock. I said I had taken a pretty good look at what he had and would be inclined to borrow a little more and buy new equipment, but if he would take a third of what he was asking we would have a deal. We settled on $45. Next I had to sell Bobbie on the idea of going into the restaurant business. I told her the good news first: that we had a lakeside cabin for the summer and that we both had jobs. She went along with the plan, I guess mostly because she never did care much about living on the farm. She had had a taste of that on our honeymoon.

The one-room cabin did not have any running water – or any water. We had to get our water for cooking and drinking from the communal pump. Bathroom facilities were divided between the public toilets and the bathhouse, which housed the *North Star* launch, the biggest passenger launch on the Chain O' Lakes. When the *North Star* made moonlight trips, Bobbie and I would take soap and towels down to the boathouse where there was a nice sand bottom area about four feet deep just about perfect for a bath except, of course, no hot water.

Pop was delivered by the Crystal River Bottling Company for 75 cents a case of twentyfour bottles. Pop was sold for 5 cents a bottle, so a gross profit of 45 cents was realized on each case sold. One day not long after we started our dock venture, a soft-drink truck from Stevens Point called on us to inroduce a new soft drink called Graf Zep. He said if we would buy from him, he would sell us Graf Zep pop for 65 cents a

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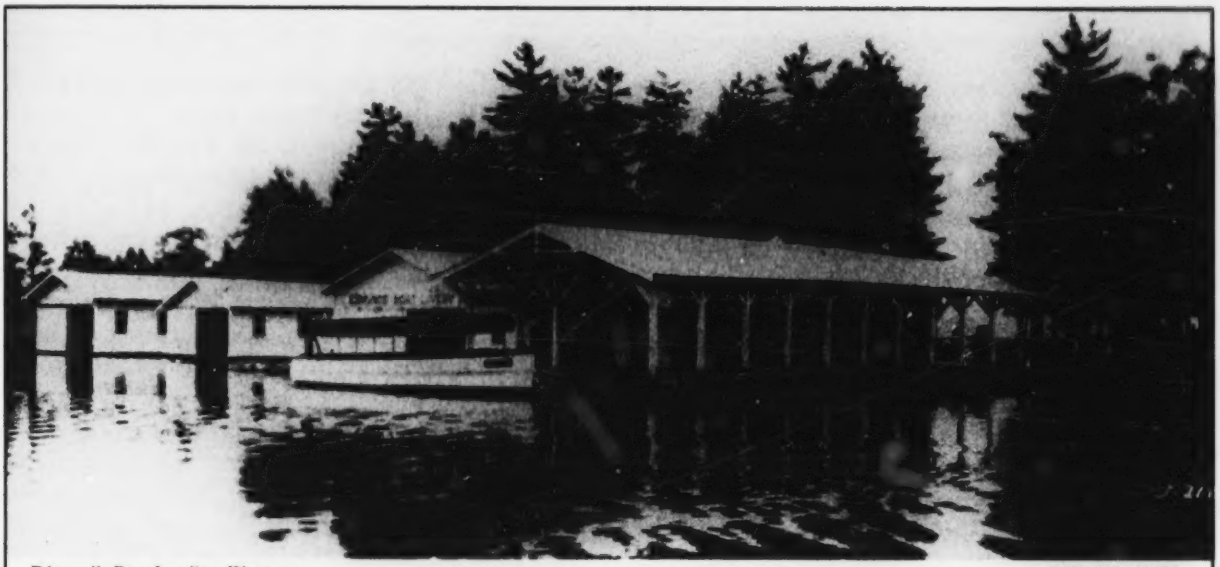

Edmund's Boat Landing, Waupaca. WHi (X3) 40995

case. We bought all we could store. We decided to charge 10 cents a bottle for Graf Zep, which came in an elongated bottle that looked like it held more pop. When a couple would come into one of the booths and order a soft drink I would always ask if they would like a large or a small bottle. This scheme worked fine until the owner of the local bottling company got word that I was selling his pop for less. He said he would not sell to me if I continued my present practice of selling soft drinks. I decided to stay with the local firm exclusively and sell pop for 5 cents a bottle.

Another drink we sold was near beer. Near beer was not supposed to have more than .5 percent alcohol. It was brewed in Manitowoc. As we still had national prohibition in 1930, no one could legally sell any alcoholic beverage. Pure grain alcohol was available to dentists, doctors, and druggists. Although pure grain alcohol was regulated, I noted a lot of near beer customers would have a small bottle of pure alcohol concealed in their coat pocket. It was common practice to order a bottle of near beer, take a short drink out of the bottle, then add some of the clear liquid from the pocket flask to the bottle. Then you would hold your thumb over the opening and hit the heel of you shoe with the bottom of the bottle. This would distribute the added fluid equally, making beer out of near beer. (More sophisticated near beer drinkers would make the mixture with a hypodermic needle.)

A hamburger sandwich sold for 10 cents, and we could buy three pounds of hamburger for 25 cents. Later we discovered the hamburger meat sold by McClean's Market in Waupaca at 18 cents a pound was the best buy because it had less fat. We could put up a good hamburger for a total cost of 5 cents and actually make a 100 per cent profit.

One morning an early customer came in and asked Bobbie to make him a raw hamburger. She made a dash for the door and almost reached the cabin before she threw up. That was the day we decided she was pregnant. The first baby was to arrived on January19, 1931. After the raw-hamburger event, I handled the early morning sales.

Ice cream cones sold for a nickel. The ice cream manufacturer cautioned me to keep the ice cream cold by having plenty of salt on the ice and keeping the ice cream can cover on at all times. I didn't think we were making any money on ice cream cones. So on a busy hot Sunday I decided to make a count. I kept score; that is, every time we sold a cone out of the five-gallon can, I made a mark. We had a lot of free help on Sundays, since Bobbie's relatives liked to visit us at the lake. I guess the cover didn't always get put back right away, because when the can was empty we discovered we had a net loss of 25 cents. Of course, if the same scoop was put in a dish and topped with a teaspoon of chocolate sauce and a maraschino cherry, a profit was assured. That is, it was until the day Bobbie dropped a nearly full jar of maraschino cherries on the dock floor.

DESPITE such small disasters, 1930 was turning out to be a beautiful summer at the Chain O' Lakes. The only way we really felt the deepening depression (I guess the word "recession" had not as yet been coined) was what we read in the papers. Herbert Hoover was promising better times, and he said prosperity was just around the corner. Still, the national debt was 18 billion dollars, which seemed a lot at the time. Fifty-one years later I read in the same paper that the national debt had reached a trillion dollars.

That summer we had a big Fourth of July weekend big because Edmunds' Park and Dock was full of people. Jack and Betty Kaasa had come up from Columbus to give us a helping hand. We all slept in the one-room cabin. They brought disturbing news. Robert Rothnick was seriously ill. Bobbie left with the Kaasas to be with her father, who died within the month.

Meanwhile, back at the dock, I became chief cook and bottle washer. Nothing unusual happened, except that the mice chewed a few more holes in the player piano roll. When we played,

"When It's Springtime in the Rockies," a favorite with the dancing customers, it had a few extra notes. The player piano belonged to Hobe Edmunds, and he kept the nickels that were dropped in.

After a few days alone, a volunteer helper showed up. He was Everett Foster from Milwaukee. "Speck," a nickname my brother Emil had given him because of his freckled face, was an old acquaintance. His grandmother had owned a boathouse cottage on Lake George, and he spent his summers there. Most of the time he would be at the farm. He had found his way via the milk wagon which was hauling the Jorgenson-Boyce milk to the Veterans' Home.

Summer after summer in the early 1920's Speck became a temporary part of our family. He worked along with Emil and myself as we cultivated the corn and potatoes with the one-horse walking cultivator. Both crops were planted by hand in check rows. I still have the "bell" potato planter I used on the farm. By planting in the checks where the furrows crossed, you could cultivate rows both ways. Quackgrass, not native to the sands of the Town of Farmington, was a real nuisance before Atrazine. My father taught us, when we went through a patch, to stop and turn the cultivator over and to pick out every spear of the dreaded quackgrass. Even after cultivating both ways we still had to hoe.

Speck was never paid any money; he never was hired. He always said mother's food and her homemade beer were pay enough. We always had a jug of the beer waiting for us at the end of the corn row. I don't know how the beer was made, but I do remember helping to pick the hops. I also remember it was very tasty and somewhat habit-forming. It must have had more alcoholic content than legally allowed by the Volstead Act. I sometimes wish she had left me the recipe instead of just the memory.

With an unpaid helper at the lake, I had to come up with something different than ham and eggs and hamburger. So one day I thought I would splurge. I asked Barney Pommer, an old high school chum who worked in McLean's Market, to pick out some choice, thick pork chops. Back at the dock, while I was preparing the delicious pork chops and busy planning the rest of the menu, a couple of fishermen were rowing by. As a jovial greeting one of the fishermen shouted, "What's for dinner?" I shouted back, "Pork chops," and went about my business of getting our dinner ready while Speck set the table. Next thing I knew, the two fishermen were sitting in the booth which Speck had set for us.

When I went to wait on them they ordered pork chops. Speck agreed with me that there was no way out but to serve the customers what they ordered. They didn't complain when I charged them each a dollar, and they even left a tip which I shared with Speck. Speck and I had hamburgers and near beer for dinner.

We had to close up shop before Labor Day as that was the day the Columbus school faculty met to plan the school year. It had not been a very profitable summer. We had, however, stayed out of debt, and that summer at Edmunds' Dock on the Chain O' Lakes was one of my life's most memorable episodes.

FOR some reason I can't explain I saved all my teaching contracts through the Depression. The $200 raise I received in 1929 made my salary for ten months $2,200. (Of course, nothing was taken out because the income tax did not apply unless you made $5,000 annually.) In 1931, I still got $2,200. Then the Depression cuts came. In 1932 the cut was $150; in 1933 it was $200; and by 1935 my contract was for $1,750, the same amount I had received as a beginning teacher in 1927. This was the low point. My contracts show a $50 raise in 1937 and another in 1938. Of course, if you keep the cost of living in mind, teachers were really pretty well off. My rent on a three-bedroom house was only $22.50. The utility bills were practically nil as we had a hand-fired coal-burning furnace and a hot-water stove heater, a kerosene cook stove, and an ice box. The only real expensive item was a Thanksgiving turkey, which I believe was in the $7 range. (By today's dollar that turkey would be about $70.) We ate chicken. I still can't figure out how Krenz at the Fireman's Tavern could serve a plate turkey lunch for 15 cents and a large draft beer for a nickel. You could have a big night out in Columbus for two dollars in the 1930's.

In June, 1932, the *Columbus Shopping Reminder* commenced operation. While the worst of the Depression was yet to come, a teacher's salary with a growing family and no checks coming in during the summer was a prime reason why we undertook this publication venture.

Another reason for starting the publication was that a friend, Stoney Jensen, also a teacher, told me that a mimeographed advertising paper distributed free to the shopping area of Menomonie was being well received by the merchants there. Columbus had two weekly newspapers, the *Democrat* and the *Republican.* They split the advertising coverage. This, I reasoned, should make a publication distributed free to all Columbus residences a potentially successful venture.

In 1932, Tuttle Brothers of Madison was the distributor for A. B. Dick mimeograph machines. I called on them and told them my plans, stating that I had very little capital. They agreed to sell me the necessary equipment on a conditional sales contract if I would make a down payment of any reasonable amount that I could spare. I gave them $45. I then looked around Columbus for an office and made an arrangement with the Time Store, operated by a man named Kurtz. The agreement was that he would furnish office space in return for a free full page of advertising every week, and he would prepare his ad. (Unfortunately, he was not interested in doing any other stencil work.)

In one of my classes, I had noticed that one student, Floyd Buschke, was always drawing pictures when he should he doing something else. I offered Floyd the job of preparing stencils for the *Shopping Reminder.* I solicited the ads. Some boys were hired to deliver the paper to the homes. All went fairly well, and we made enough to pay the $22.50 rent on our house on School Street and also pay our grocery bill. A little cash seemed to go a long way in those hard times. Butter was 20 cents a pound, eggs 18 cents a dozen, coffee 14 cents a pound and most meat in the neighborhood of 20 cents a pound. In the first issue of the *Shopping Reminder,* men's work shirts were advertised for 49 cents.

Columbus, Wisconsin, around the 1920's, from a panoramic postcard published by John A. Jones WHi (X3) 41004

When school was to start, I either had to close shop, try to sell, or get a manager. I hired a fellow by the name of Louis Hessell for the job. This was not a satisfactory solution, because by then the school board was getting a lot of heat from the newspapers because a schoolteacher was competing with the local press. More trouble followed. Herman Brill, a Columbus attorney and a Democrat, talked Hessell into putting out an "extra" for Roosevelt and other Democrats. In a town where nearly all the leading citizens and the entire school board were Republicans, deriding President Hoover was just not very prudent for a schoolteacher-publisher. The fact that this was done without an okay from me was no excuse. Hessell then got into trouble with Kurtz and had to quit. Now I was without a manager, and our *Shopping Reminder* was in deep trouble.

About this time, we decided to visit Fred and Stena at the farm. When you visited the farm, you also went to the Holy Ghost Lutheran Church. There I ran into Red Johnson, my old Ripon fraternity brother. Red had been with the Burroughs Corporation as a salesman and like many others was at present unemployed. When the service ended, I told Red about the opening on the *Columbus Shopping Reminder.* He was interested, so I told him we were leaving for Columbus in a couple of hours and if he could be ready we would pick him up and discuss terms on our way home.

It was agreed that he would stay at our house and receive board and room. Also, he could take what spending money there was available in the want ad box. We would also announce that he was the new owner. We hoped this would take the heat off me and my after-school sideline.

Red was a natural-born salesman and a good mixer. He was also a good bridge player. In fact he and Swede Poser would go to Madison to play bridge and seemed to win most of the time. He and Swede wrote a book, "Sims Simplified," which was printed by the *Shopping Reminder.* (The Sims system in bridge was very popular at the time.) Red was also a good bowler and billiard player. The *Shopping Reminder* grew into a profitable publication, somewhat at the expense of the two newspapers. The *Republican* sold out to the Larson Brothers of Stoughton. The push they made, plus the *Shopping Reminder* competition, forced the *Democrat* to sell. The Larson Brothers bought it. By the time Red went back to Burroughs, the *Shopping Reminder* was secure. Red was satisfied. Hie had eaten well at Bobbie's table and had found a girl friend next door whom he later married. Our office was now a room that "Hep" Zeidler, lawyer and mayor of Columbus, rented to me for $5 a month.

Now my problem was the same as before. By this time, nobody really believed Red had purchased the *Shopping Reminder,* but a more liberal-minded boss, Harry Meritt, had become superintendent of schools, and he saw nothing wrong with a teacher having outside income as long as it didn't interfere with teaching.

George Learmouth became the new manager, and George Ziegler took over the art work on stencils. These two did not take their responsibilities very seriously, and while the publication kept going because of a very low overhead, our profits were either low or nonexistent. One day we had an ad from the Columbus Feed Mill for "Big Crop" fertilizer. When the paper came out, it advertized "BIG CRAP" fertilizer. Like any good editor, George said he didn't know how it happened, he had proofread it himself. Columbus Mills was not unhappy – they said they had good sales and wanted to run it again. But old "Crafty" Altschwager, the postmaster, was unhappy about the ad and threatened to take away our mailing permit. (The *Shopping Reminder* was delivered third class to all box holders on the Columbus rural routes and had to comply with postal regulations.)

When George Ziegler left to enter the University of Wisconsin, Ruth Altschwager replaced him as manager of the paper. Ruth was very careful with money, but neither she nor Learmouth were in Red's class as salespersons. Too, we now faced stiffer competition from the new *Journal Republican,* which also put out a free sheet called the *Merchants News.* The *Shopping Reminder* was just able to hang on. Sometimes Ruth had to wait for her check as there was no credit available. I took a leave of absence from teaching in April, 1940, to assume a job as manager of the State Fair Amusement Park in Milwaukee. This temporarily helped solve the financial straits of the *Shopping Reminder* and temporarily got the school board off my back.

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In the 1930's, free advertising papers were appearing in a number of communities. Mostly they were mimeographed sheets, hand-delivered by carriers, similar to the operation of our *Columbus Shopping Reminder.* The *Rock Lake Journal* begun in 1932 by Estel Partch was an exception; it was printed by multigraph and was published in Lake Mills. Estel, better known as Bob, was the son of Rev. LeRoy Partch, the minister who had married Bobbie and me. Before coming to Columbus, Rev. Partch had been the Congregational preacher at Lake Mills. The Partches owned two cottages on Rock Lake which were usually rented to some of his parishioners and also used for summer camping by the Columbus Boy Scouts. He had talked me into becoming a scout leader to help him out with the summer camping program at Rock Lake.

I learned that Bob Partch was having trouble making his publication go in the summer of 1933, when his father, who had financed the project, sought my advice as an "established publisher." I suggested that before they decided to quit, perhaps we could find a better solution. It was decided that I should take over the *Rock Lake Journal* and pay Rev. Partch what money he had in the equipment when and if I got it on a paying basis.

The office of the *Rock Lake Journal* was an upstairs room rented from the Seward Insurance Agency. The only employee was Les Richter, son of another minister in Lake Mills. Les knew how to set type on the multigraph, which was a time-consuming and painstaking job compared to preparing a mimeograph stencil. As this transaction took place at the start of the summer vacation, I had approximately three months to turn the *Rock Lake Journal* into a paying proposition. I sold the ads, and Les set the type. To help make the project go, Rev. Partch rented me one of his cottages for the summer at a very reasonable rate. This was the depths of the Depression, and probably the prospect of renting the cottages to vacationers was not very good.

In a very few weeks, I learned that putting out a paper on a multigraph was hopeless, but I felt that there was still a market for a paper. The competition was provided by the *Lake Mills Leader,* which was published by eighty-year-old Mr. Hubbs. The operation appeared fragile, and I felt the paper probably would soon be sold. I decided to have a visit with the publisher of the *Wisconsin State Journal* with the thought that perhaps they would consider printing the paper. The publisher, Don Anderson, said they would not be interested, but he thought the publishers of the Cambridge News, only a few miles from Lake Mills, might be persuaded. He phoned Gordon Crump, one of the owners of the Cambridge paper, and made an appointment for me the same day.

Crump was interested, and we made a very loose partnership agreement. His partner was not enthusiastic and would only agree to put out the paper on the condition that Crump would guarantee payment for the printing. I got Rev. Partch to take back the multigraph machine and our printing problem was solved.

But printing wasn't the only problem we had with the *Rock Lake Journal.* The distribution by the carrier boys was not working out. Now that we carried considerable news, people complained when they didn't get the paper. One of the carriers I recall was Clay Schoenfeld, another minister's son and later a professor at the University of Wisconsin in Madison. As far as I recall, Clay did a good job, but we caught another carrier named Pete stuffing papers into a culvert. We decided that the U.S. postal service would be more reliable, but a free sheet would have to be sent at the expensive third-class rate. Only a subscription newspaper could be sent second-class, which was heavily subsidized.

We therefore decided we would sell subscriptions. Since the law governing what should be charged for a bona fide subscriber was vague, we started out by selling subscriptions for 50 cents a year. When our subscription passed that of the *Lake Mills Leader* we would raise the rate to $1.50 – still 50 cents be low the *Leader.* We hired a popular young lady, Marian Wollin, to sell subscriptions and also to write for the paper. Marian was to keep the 50 cents for each subscription for herself. The subscription drive began in December, 1933. I was back teaching school and could only be in Lake Mills on weekends, but Gordon Crump, from the Cambridge paper, a journalism graduate from the University of Wisconsin and a good writer, was taking a real interest and the *Rock Lake Journal*

was beginning to look like a real up-and-coming paper. We decided to subscribe to a Dane County supplement printed for county weeklies by the *Stoughton Courier.* This put us a notch above the competition, which was using "boiler plate" for filler. We also decided to increase our subscribers in the rural area, particularly in Johnson Creek village, which was only a few miles east of Lake Mills.

We started a paper there entitled *The Johnson Creek News,* and began selling it, also, for 50 cents a year at the outset. We hired a young man, Gus Trackte, to do the same job as Marian Wollin was doing at Lake Mills. Gus also got all the money he took in for subscriptions. The cost of putting out the paper remained the same because one page of the *Rock Lake Journal* carried the title "Johnson Creek News" and was folded so that this sheet became the front page for Johnson Creek subscribers. Under the second-class mailing privileges which we now enjoyed, newspapers mailed on rural routes within the county (which applied to Johnson Creek subscribers) were mailed free. We now had more subscribers than the *Lake Mills Leader.* I decided I would spend another summer in Lake Mills building up the paper, then try to buy out the *Lake Mills Leader,* give up teaching school, and become a full time country editor and publisher.

HOWEVER, my plans suffered a setback. The schoolboard decided that all Columbus school teachers would be required to attend summer school session every three years and receive at least three credits. As my last summer school session had been in 1931, I was due to attend in the summer of 1934. When I told my partner, Gordon Crump, he said he would talk to Professor Bill Sumner, who was a friend of his, and maybe something could be worked out. Professor Sumner was the head of journalism in the School of Agriculture at the University of Wisconsin. I met with Professor Sumner who said he was conducting a project in the city of Stoughton to determine the trading and reading activities of the citizens there. He said he had questionnaires returned and other material, and he could use a graduate student to study and collate the results. He said I could work at my own hours and upon completion, which should be within the year, I would earn the required credits. This gave me the opportunity to work on the *Rock Lake Journal* project and to hold the Stoughton study until and if I went back to teaching. If I did, I intended to use my economics class to assist me.
The decision regarding being a country newspaper publisher was, for the time being, resolved when Mr. Hubbs, owner of the *Lake Mills Leader* sold his paper to a couple of energetic young Chicago men. This sale came at a bad time because our *Rock Lake Journal/Johnson Creek News* needed more staff to face what was going to be more and stronger competition. I did not think it was a good gamble to quit teaching; I felt sure Lake Mills could not support two papers.

Gordon and I decided we would make it appear we were in Lake Mills to stay and then offer to buy or sell to our competition. In order to do this we would have to do some things to make us look more permanent. We decided to rent office space for a printing plant and buy some printing equipment. We rented suitable space from the Ford Motor Company. Gordon learned of a flatbed press for sale at Rochelle, Illinois. We phoned the office where the press was stored and were informed the press was for sale for $1,200, but that there was a lien on it for storage. Since they needed the space, if we were willing to pay $100 we could take the press, although we could not get a bill of sale. (The Illinois man said the owner owed him rent, but refused to pay, so he was holding the press.)

We decided to take a chance on the press even without a clear title, but our next problem was to get it to Lake Mills. Crump said he knew a young Norwegian boy who owned a truck. We offered to buy the gas and give him $20 to get the press. I remember him saying later, in a Norwegian accent, "Det ar planty havy." We also instructed our driver that when he arrived at Lake Mills, instead of going directly to the place we had rented, he was to stop at both the barber shop and Heimstreet's Drug Store and ask directions to get to the office of the *Rock Lake Journal.* We wanted to make sure the competition heard about the arrival of this big press!

The Rock Lake Journal had by now been published long enough to become an official newspaper and was qualified to receive legal notices. It would also qualify for noxious weed notices which every township was required by law to publish. This revenue would now have to be shared by the *Lake Mills Leader.* We let a few weeks go by, and then we approached the new owners of the *Leader,* saying that we thought if there was a chance of getting together we should do so before we bought any more equipment. They said they were not interested in selling and would not pay much for the *Rock Lake Journal.* They clearly felt they had the upper hand, but they did say they were willing to pay something as they considered we had a certain nuisance value.

It was agreed that they would select a qualified man, we would do the same and then we would try to find a disinterested party and these three would each put a price on the *Rock Lake Journal.* The average of the three estimates would be what they would pay for the *Rock Lake Journal.* We chose Professor Bill Sumner. I don't recall who their man was, but the "neutral" man was a type salesman who sold to both the *Cambridge News,* Crump's paper, and the *Leader,* so he would have to stay friendly to both parties. I don't remember what the high and low estimates were as we opened the envelopes in the office of the *Lake Mills Leader,* but the purchase price came to $1,800.

Accordingly, on the thirtieth day of March, 1935, I received a check for $1,000. Gordon Crump agreed to take the balance of $800, which was to be for 900 bona fide subscribers. Any less would cost us $1.50 for each subscriber, which would include any who had not paid cash since December 1933. Crump was also to get the press and all bills receivable. He later told me he came out okay by getting a very good price for the press. Thus, I received my very first $1,000 check, which was a good deal of money in 1935. My friend Stoney Jensen was visiting us at Columbus, and he came along as a witness to the sale. We stopped on our way home at a Waterloo tavern and toasted my good fortune.

Additional Resources for Chapter IX

(ES) Elementary School
(MS) Middle School
(HS) High School

Books for Teachers

Black Milwaukee: The Making of an Industrial Proletariat, 1915-45. Joe W. Trotter, Jr.; University of Illinois Press, 1985. Traces the growth of a black working class in urban Milwaukee industry. Emphasizes the support systems forged by African Americans within the harsh realities of industrial workplaces, and interracial conflict.

The Labor movement in Wisconsin: A History. Robert W. Ozanne; State Historical Society of Wisconsin, 1984. A study of unions from 1847-1930's.

Books for Students

Wisconsin Stories: The Good Roads Movement in Wisconsin, 1890-1911. Ballard Campbell; State Historical Society of Wisconsin, 1980. Contact the State Historical Museum Shop, (608) 264-6565. (MS)(HS)

Video

"Investigating Wisconsin History." Wisconsin Educational Communications Board, 1998. Designed for the fourth grade, this twelve program series poses questions about Wisconsin's past and uses historical evidence to answer them. The series can be taped from Wisconsin Public Television. Teacher Guide available. For programming information, contact the Wisconsin Educational Communications Board at (608) 264-9693,or visit its website at http://www.ecb.org (ES)(MS)

Chapter X
Wisconsin's Response to the 20th Century

Lesson 1
A Family-Owned Resort

Elementary/Middle Level

Established in 1921 near Hayward, Ross' Teal Lake Lodge is one of the oldest resorts in northern Wisconsin continually owned and operated by the same family. Due to preservation of business records and family papers that span the history of the resort, students will be able to analyze how the recreation industry in the north country has evolved over the past seventy-five years. This website (http://www.shsw.wisc.edu/WisconsinStories/documents/teal/teallake/htm) offers an electronic facsimile of a resort advertisement from 1923. In addition, students can visit the website of Ross' Teal Lake Lodge (http://www.rossteal.com/).

Like most resorts in northern Wisconsin in the 1920's, Teal Lake Lodge attracted a professional-class clientele from throughout the Midwest. As is evident from the 1923 brochure, the most important attractions to prospective guests were the opportunities for fishing and hunting. Activities for women and children were of secondary importance. Also beginning in the 1920's and continuing for several decades, north-country resorts promoted the health benefits of the climate, especially for allergy sufferers. These guests helped many northern resorts survive the Great Depression.

As the American middleclass expanded after World War II, Ross' Teal Lake Lodge adapted to attract this growing sector of the recreation industry. Although many guests still considered fishing the most important activity of their north woods vacation, the resort adjusted to satisfy varied interests, promoting pursuits such as boating, hiking, sightseeing, and swimming. In the 1970's the owners began advertising winter activities including cross-country skiing and snowshoeing. Most recently, the resort added an eighteen-hole golf course.

Resources

Historic Teal Lake Lodge information is included in this book. See Wisconsin Stories for original.

Teal Lake Lodge website (http://www.rossteal.com/).

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960; Chapters 6–8

Wisconsin: The Story of the Badger State; Chapter 7

Wisconsin: A History; Chapters 27–31

History of Wisconsin; Volume 5; Volume 6: Chapters 6, 8, 12–13

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

A.4.4	Describe the interaction between people and environment.
A.8.8	Analyze interaction with environment.
B.4.1	Examine information to understand past.
B.4.4	Compare present and past life[illegible]s.
B.4.8	Compare past and present technologies.
B.8.1	Use a variety of sources.
D.8.2	Identify basic economic concepts.
E.4.10	Explain how media influence opinions, choices, and decisions.
E.8.8	Show how media influence behavior.

Suggested Activities

1. Compare the historic brochure with the current website to answer the following:

   - Why would someone want to build a resort lodge at this location? How has the Ross family made use of their land on Teal Lake with regard to methods of construction and design of shelters? (A.4.4, A.8.8)

   - What are the differences between Lodge guests of 1923 and those of today? How were the social, economic, political, and cultural roles guests played in 1923 a reflection of their era? (B.4.4)

   - Compare the technologies necessary to find information about Ross' Teal Lake Lodge, make reservations, and get to the resort in 1923 to the technologies a visitor would likely use today. What are the benefits of these changes, and what are the drawbacks? (B.4.8)

   - From information on its website, identify how Ross' Teal Lake Lodge advertisements have changed. Cite examples of attempts to influence opinions, choices, and decisions of potential guests. (E.4.10, E.8.8)

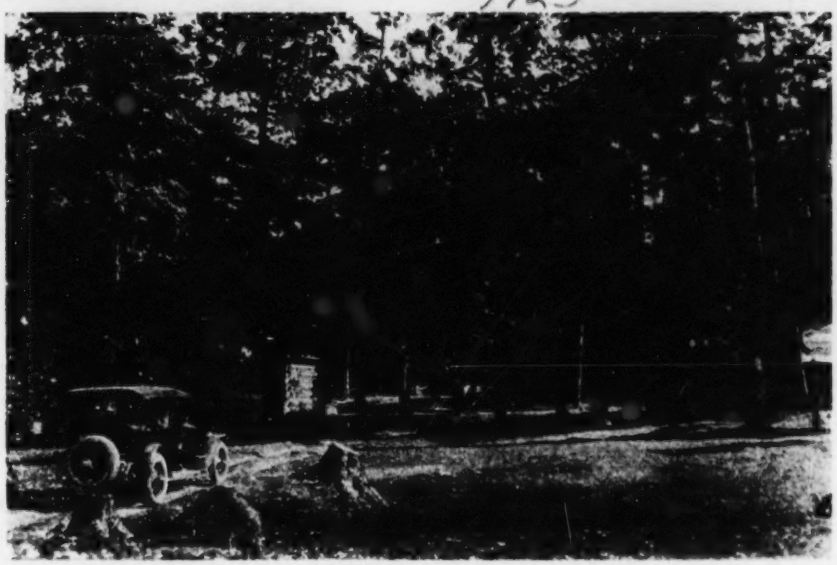
2. Additional activities are mentioned within the "Wisconsin Stories" website information about the Teal Lake Lodge.

Additional resources related to this lesson are provided at the end of this chapter.

1923

TEAL LAKE LODGE

HAYWARD
WISCONSIN



TEAL LAKE LODGE

THE IDEAL WILDERNESS CAMP FOR THE
MAN OR HIS FAMILY WHO LIKES TO
FISH, HUNT AND ROAM AROUND
IN THE GREAT NORTH
WOODS.

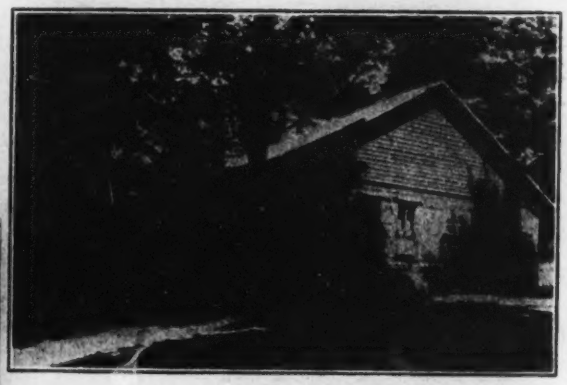
WALTER R. ROSS, Proprietor

Hayward Wisconsin

TEAL LAKE LODGE

FOR TEAL LAKE LODGE inquire of the Northwestern Railroad, they will see that you get to Hayward, located in the far famed Lake and Forest Section of Wisconsin.

Our Auto will meet you and you will find



the drive of twenty-three miles over excellent roads a real pleasure. Say good-bye to the hustle, bustle and turmoil of the city and relax, also take a long breath of Good Clean Air.

TEAL LAKE LODGE

May be you would like to look around a bit. You will find the Lodge on the banks of Teal Lake, a most beautiful body of water, dotted with wooded islands, high shore lines. You will see cozy log cabins in the shade along the shore, with wide screened porches, comfortable beds and easy chairs.

Back from the Lake a little way is the Main Log Building where guests come for their meals. Looking around further you will find the guides' cabin, ice house, barn

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TEAL LAKE LODGE

and laundry. Large cold storage room where meats and fruits can be kept the proper way.

The Lodge is backed by one hundred-acre tract of virgin timber. A number of trails lead all through these woods. You will prob-

ably see partridge, deer and other wild game —they often come right up to the Lodge.

The feeling comes I am going to be comfortable here and after twenty-four hours that fact is assured. We won't let your vacation be spoiled by poor meals.

TEAL LAKE LODGE

For fishing you will find good boats, bait on hand and guides if you wish. You will find your guide a courteous, agreeable fellow and he will be anxious to have you get that "Big One."

You can go for all day —we furnish a Camping Equipment for cooking and these dinners on the lake shore with some of the fish you just caught will long be remembered.

Ladies and children will find strawberries, raspberries and blackberries growing nearby.

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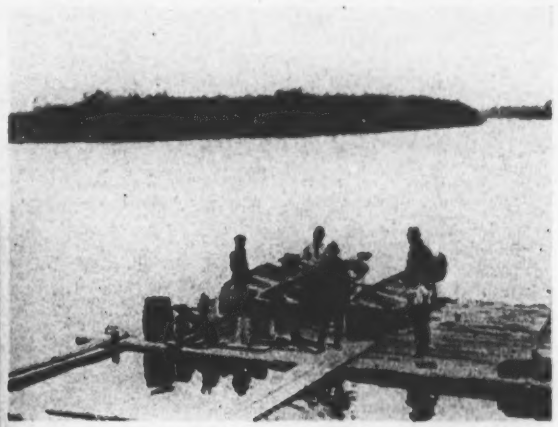
TEAL LAKE LODGE

If you suffer from Hay Fever you will enjoy almost instant relief.

When you have fished some of the good places in Teal you can try Lost Land another lake noted for its large Muskies and quantities of Pike. Lost Land Lake is connected with Teal by a beautiful winding



thoroughfare, so one need not leave the boat.

You will find Lost Lake a large body of water, almost four miles long and about two wide. It has a number of weed beds where

TEAL LAKE LODGE

the Big Muskies stay. I don't believe you will be disappointed. We are only three miles from the West Fork of the Chippewa River, reached by auto. We can arrange for you to take a delightful trip. Muskies, Bass and Pike are found there also.

There are a number of smaller lakes near. Ghost, Ole, Lewis and many others noted for their good fishing.

Have you ever been in the North Woods the last of September and October? The

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TEAL LAKE LODGE

weather, for the most part is delightful. The woods are ablaze with color. The fishing is good. If you like to shoot we have excellent grouse and partridge shooting in season, also ducks. You can spend part of your day fishing and then go for a tramp with your gun

over the many trails near here for a few hours and return with the limit of birds. By nightfall one appreciates the meaning of "The End of a Perfect Day."

Deer shooting around Teal Lake is exceptionally good.

One of the many beautiful scenes at Teal Lake

BEST COPY AVAILABLE

WHY OUR POPULARITY IS GROWING

You are in Virgin Timber on the banks of a beautiful lake. Log cottages, clean, screened, well furnished, comfortable beds. Meals include the best of meats, also your own fish and game when wanted, fresh vegetables, fruits; cream from our own herd of cows.

We have a deep well of pure cold drinking water.
Evinrude motors can be furnished.
Several well stocked Trout Streams nearby.

We carry a small stock of necessary fishing tackle, also cigars, cigarettes, candy, etc.
We want you to like Teal Lake Lodge, it is our aim to try to make your stay a pleasure.
Our guides are efficient and courteous. It is their pleasure to make your trip enjoyable.
Boats are substantial Klinker built and kept in good repair.

We have Minnows on hand. We also furnish frogs, chubs and suckers on short notice.
Long distance telephone connection with Hayward.
We have a sandy gradual sloping bathing beach and diving raft.
Cars at Lodge will take you to any of the other lakes or Indian Villages at nominal charge.
We have cover for your auto if you drive thru. Wisconsin roads are so generally good and well marked that motoring is a joy.
If you prefer to come over the Soo Railroad our autos will meet you at Stone Lake, Wis.
There are no better stocked lakes anywhere for Musky than Teal and Lost Land. Your chances of getting a really big one are good.
Large and Small Mouth Bass are plentiful.
Lost and Teal Lakes abound with Wall-eyed Pike.

BEST COPY AVAILABLE

TEAL LAKE LODGE

Muscallonge
Black Bass
Trout
Pike

Partridge
Grouse
Ducks
Deer

W. R. ROSS, Proprietor
HAYWARD, WIS.

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Lesson 2

The Wisconsin Tourism Industry

Middle Level

Tourism is one of the major businesses in Wisconsin. The variety of landforms created by the receding ice glaciers many thousands of years ago created over 10,000 lakes and over 2,000 trout streams. People make the best use of the environment in which they live and the environment of Wisconsin is a very desirable place to visit and vacation. Before the 1900's, most people assumed that land was to be used only for farming and logging. People did not realize that there would be a need to preserve the wilderness. Many land use policies have developed since the turn of the 20th century and have been instrumental in preserving the environment for other uses. Tourism has increased greatly in recent years as camping equipment, recreational vehicles, and boats became affordable to more people. In addition, new winter sports and activities make Wisconsin a year round attraction for vacationers.

Resources Needed

Internet access to the Wisconsin Tourism website (http://www.state.tourism.wi.us/agency)

Copies of *Wisconsin Trails* magazine

Microsoft or other desktop publishing software, in order to make a three-fold brochure. The teacher may need to provide instruction about how to use the computer software

Internet Tour Student Worksheet (included in this lesson)

Sample brochure may be made and demonstrated by the teacher

"Wisconsin's Greatest Hits" video (see Resources)

Background Reading for Teacher

Native American Communities in Wisconsin, 1600–1960; Chapters 6–8

Wisconsin: The Story of the Badger State; Chapter 7

Wisconsin: A History; Chapters 27–31

History of Wisconsin; Volume 5; Volume 6: Chapters 6–8, 12–13

See "General Background to Wisconsin History" located in the Resources at the front of this book.

Related Standards

A.8.8 Analyze interaction with environment.
D.8.7 Identify the location and influence of natural resources.

Suggested Activities

1. Review the Wisconsin Landforms Activity in this book.

2. Compare the tourism industry with that of a state with very different geography.

3. Identify how people's interaction with their environment leads to different kinds of activities.

4. Discuss how you, your family and friends have interacted with the environment in various tourist locations. What activities, festivals, or events were part of the trip?

5. Use the Internet to find information about vacations in Wisconsin.

6. Using the Internet, complete the Internet Tour Student Worksheet included with this activity. Keep the sheet so that you can use the websites you identified for your research.

7. Working in groups or individually, select a region of the state and create a brochure about the opportunities for tourists or vacationers. Presentation or brochure may include scanned-in pictures or pictures imported from the Internet.

8. Work together to develop a scoring rubric for the brochure including use of visuals, clarity, accuracy, creativity, etc.

9. View "Wisconsin's Greatest Hits" video to gather information about tourist sites.

Additional resources related to this lesson are provided at the end of this chapter.

Internet Tour Student Worksheet

Find the following site: http://www.state.wi.us. What types of information can be found at this site?

The Wisconsin Department of Tourism sponsors a site at http://tourism.state.wi.us.
Look at the following topics:

- Wisconsin Links
- What's New.
- Auto Tours

What kinds of information are available?

Find a unique Wisconsin attraction; explain why it is unique.

Compare the Wisconsin tourism site with the site in another state. How do they differ?

Find another website about Wisconsin. What kind of information does it provide? To what extent is this website useful?

Additional Resources for Chapter X

(ES) Elementary School
(MS) Middle School
(HS) High School

Books for Teachers

Aldo Leopold: His Life and Work. Curt Meine; University of Wisconsin Press, 1988. Contact University of Wisconsin Press, (800) 621-2736.

The Atlas of Ethnic Diversity in Wisconsin. J. Kazimierz et al; University of Wisconsin Press, 1999. Depicts more than sixty ethnic groups form African Americans and Armenians to Vietnamese and Welsh in maps, tables, and graphs. Contact University of Wisconsin Press, (800) 621-2736.

Between Memory and Reality: Family and Community in Rural Wisconsin 1870-1970. Jane Marie Pederson; University of Wisconsin Press, 1992. From pioneer days to recent decades, an Osseo native examines immigrant traditions of Trempealeau County. Contact University of Wisconsin Press, (800) 621-2736.

Hispanics in Wisconsin: A Bibliography of Resource Materials. Cristobal S. Berry-Caban; State Historical Society of Wisconsin, 1981. Listings related to Wisconsin's Spanish-speaking population, including an historical overview. Contact University of Wisconsin Press, (800) 621-2736.

Native American Communities in Wisconsin, 1600-1960. Robert E. Beider; University of Wisconsin Press; 1995. Four centuries of change and adjustment are overviewed for the Ojibwa, Potawatomi, Menominee, Ho-Chunk, Oneida, Stockbridge-Munsee, and Ottawa people of Wisconsin. Contact University of Wisconsin Press, (800) 621-2736.

Additional Material for Teachers and Students

The Changing Workforce: Teaching Labor History with City and County Directories. Matt Blessing; State Historical Society of Wisconsin, 1996. A teaching kit containing teacher's guide, background material and worksheets for students, and reproduced photographs of Wisconsin's turn-of-the-century workers. Contact University of Wisconsin Press, (800) 621-2736. (HS)

Books for Students

Aldo Leopold: Living With the Land. Julie Dunlap; Henry Holt and Co. Inc., 1993. Biography of the Wisconsin naturalist who was a leader in wildlife conservation. (ES)(MS)

The Changing Workforce: Teaching Labor History with City and County Directories. Matt Blessing; State Historical Society of Wisconsin, 1996. A teaching kit containing teacher's guide, background material and worksheets for students, and reproduced photographs of Wisconsin's turn-of-the-century workers. Contact University of Wisconsin Press, (800) 621-2736. (HS)

Cheese. Linda Illsley; Carolrhoda, 1991. The process of making cheese is described in text and illustrations. (ES)

Cranberries: Fruit of the Bogs. Diane L. Burns; Carolrhoda Books, Inc., 1994. Text and photos follow two Wisconsin farm families, one employing traditional methods and one using modern technology, as they grow and harvest cranberries. (ES)

Dia's Story Cloth: The Hmong People's Journey to Freedom. Dia Cha; Lee and Low, 1996. The story cloth made for her by her aunt and uncle chronicles the life of the author and her family in their native Laos and their eventual emigration to the United States. (ES)

Extra Cheese, Please! Mozzarella's Journey From Cow to Pizza. Chris Peterson; Boyds Mill, 1994. Photographs document the farm, cows, and cheese-making operation of the author's family's farm in Grantsburg, Wisconsin. (ES)

Farming Today Yesterday's Way. Cheryl Walsh Bellville; Carolrhoda 1984. On a small western Wisconsin farm, a

contemporary family uses nineteenth century farming methods. Full-color photographs and a straightforward text trace a year's work on the dairy farm. Glossary included. (ES)

The Great Circus Parade. Herbert Clement and Dominique Jando; Milwaukee: Gareth Stevens Publisher, 1989. Describes Wisconsin's connection to the circus. (ES)

The Gulls of the Edmund Fitzgerald. Tres Seymour; Orchard, 1996. Striking illustrations, a map, and several photos of the doomed ship create a haunting, almost mystical fiction about the 1975 disaster on Lake Superior. (ES)

Hallie Lou's Scrapbook: Memories of Madison. Hallie Lou Whitefield Blum; Historic Madison, 1996. Hallie Lou's memoir begins when she was born in 1916 in Madison. Filled with archival photographs. (ES)(MS)(HS)

A Hmong Family. Nora Murphy; Lerner, 1997. The story of a Laotian family, from their village in Laos to their new home in America. (ES)

The Hmong in America: We Sought Refuge Here. Peter and Connie Roop; League of Women Voters of Appleton and Appleton Area School District, 1990. A contemporary history of the Hmong migration from Laos to Wisconsin, including personal stories, folktales, songs, poems, holiday celebrations, games, drawings, black and white photographs, and flower cloth motifs. (ES)(MS)

Ininatig's Gift of Sugar: Traditional Native Sugarmaking. Laura Waterman Wittstock; Lerner, 1993. Readers learn process of making maple sugar from an Ojibway elder. (ES)

Milk: The Fight For Purity. James Cross Giblin; Crowell/HarperCollins, 1986. The crusade for consumer protection and the history behind pure milk are presented with the aid of photographs and an index. (ES)

My Land, My Home, My Wisconsin: The Epic Story of the Wisconsin Farm and Farm Family from Settlement Days to the Present. Robert Gard; *The Milwaukee Journal*, 1978. (HS)

New Kids on the Block: Oral Histories of Immigrant Teens. Janet Bode; F. Watts, 1989. Teenage immigrants from various countries recount the emotional experience of leaving their homelands and adjusting to a new life in the United States. (HS)

Of Things Natural, Wild, and Free: A Story about Aldo Leopold. Marybeth Lorbiecki; Carolrhoda, 1993. Contact the State Historical Museum Shop, (608) 264-6565. (ES)

One Nation, Many Tribes: How Kids Live in Milwaukee's Indian Community. Kathleen Krull; A World of My Own, 1995. This nonfiction book highlights two children who attend the Milwaukee Community Indian School. (ES)

Powwow. George Ancona; Harcourt Brace Jovanovich, 1993. This book takes the reader to a powwow in Montana. The vivid pictures and easily understood text help students better understand and appreciate the many facets of a powwow. (ES)

Powwow Summer: A Family Celebrates the Circle of Life. Marice R. Rendon; Carolrhoda, 1996. The Downwind family is profiled over the course of a summer. The narrative explains the importance of rituals and traditions. (ES)

The Sacred Harvest: Ojibway Wild Rice Gathering. Gordon Regguinti; Lerner, 1992. The process of wild ricing is depicted, with a focus on the cultural importance of the tradition. (ES)

Shannon: An Ojibway Dancer. Sandra King; Lerner, 1993. Thirteen year old Shannon shares her interest in Ojibway dance with readers. (ES)

The Story of My Boyhood and Youth. John Muir; University of Wisconsin Press, 1965. Muir recounts his early life as a boy in Scotland, his adolescence in the central Wisconsin wilderness, and his inventive young adulthood at the University of Wisconsin. Contact University of Wisconsin Press, (800) 621-2736. (MS)(HS)

Sugaring Season: Making Maple Syrup. Diane L. Burns; Carolrhoda, 1990. Demonstrates process of making maple syrup. (ES)

Sugaring Time. Kathryn Lasky; Macmillan Publishing Co., Inc., 1983. Shows how a family taps the sap from trees and processes it into maple syrup. (ES)

Tractors: From Yesterday's Steam Wagons to Today's Turbocharged Giants. Jim Murphy; Lippincott/HarperCollins, 1984. Accompanied by black and white photographs and drawings, a history of the tractor traces the advancements made in its design from the steamers of the 1800s to the diesel-powered giants of the late twentieth century. Several innovators for this evolution are

discussed, including Jerome I. Case, who once lived and worked in Racine, Wisconsin. (ES)

Visions and Voices: Winnebago Elders Speak To The Children. Jane Hieb; Western Dairyland Economic Opportunity Council, 1994. A compilation of interviews conducted between youth and elders near Black River Falls, Wisconsin. (HS)

Wisconsin Indians. Nancy Oestreich Lurie; State Historical Society of Wisconsin, 1987. A concise, easy to read account of Wisconsin's native peoples from the treaty-making era to the 1960s. Contact University of Wisconsin Press, (800) 621-2736. (HS)

Audios

"The History of Wisconsin through Integrated Student Creations." WISC Publications, 1992. Two cassettes of original music that emphasize Wisconsin history. Tape 1 includes "Our State," "EAA," (Experimental Aircraft Association) "American Indians," "Lumbering," "Cities," and "Agriculture." Tape 2 covers "Government," "Glaciers," "Explorers," "River Highways," "Wisconsin Women," and "The Polka." Available from WISC Publications, 816 Newbury Street, Ripon, Wisconsin 54971. (ES)(MS)

"Honor the Earth Powwow: Songs of the Great Lakes Indians." Silo, 1990. Music from some of Wisconsin's Native American tribes. Available on compact disc or cassette tape. Contact the State Historical Museum Shop, (608) 264-6565. (ES)(MS)(HS)

"Native Realities." Thunderchief, undated. Features contemporary music expressing American Indian tribal identities. Offered on compact disc or cassette tape and comes with accompanying booklet. Available from Thunderchief, P.O. Box 5273, Madison, Wisconsin 53705. (ES)(MS)(HS)

"Sib Nco." Mai Zong Vue, 1991. Hmong music from a Madison musician and dancer. Contact the State Historical Society of Wisconsin Museum Shop, (608) 264-6565. (ES)(MS)(HS)

"Wisconsing." David Drake, 1989. Traditional and original songs about Wisconsin. Available on compact disc or cassette tape. Available from folksinger David Drake, 810 South 37 Street, Milwaukee, Wisconsin 53215-1023. (ES)(MS)(HS)

CD ROM

"Wisconsin: Celebrating People, Place and Past." Wisconsin Educational Communications Board (WECB); 1998. A CD ROM developed in honor of the Wisconsin Sesquicentennial. Allows exploration of Wisconsin culture, history, geography and politics from prehistory to the present. Teacher guide available. Contact WECB at (608) 264-9693 or visit its website at http://www.ecb.org (ES)(MS)(HS)

Videos

"A Boy Named Chong." Project Chong Projections, 1994. A program about life in a Hmong community. Available from Project Chong Productions, Brian Marchant, P.O. Box 9551, Green Bay, Wisconsin 54308-9551. A book and related materials are available. (ES)

"A Call for Peace." Multicultural Drum and Dance Company, 1992. A Madison-based group including American Indian, Hmong, Middle Eastern, and African-American members uses drumming and dance to explore cultures in a live performance. Available from Bayview International Center for Education and the Arts, Attn: Dawn Shegonee, 601 Bayview, Madison, Wisconsin 53715 (ES)(MS)(HS)

"Exploring Wisconsin Our Home." Wisconsin Educational Communications Board. This series can be taped from Wisconsin Public Television. A 14-part cultural geography series for fourth grade. Teacher guide available. For programming information, contact the Wisconsin Educational Communications Board, (608) 264-9693, or visit its website: http://www.ecb.org (ES)(MS)

"Indians of North America: Menominee." Schlessinger Video Productions, 1994. Examines effects on the Menominee of the changes that began with the arrival of Europeans around the 1630's. Available from the Wisconsin Reference and Loan Library. See "Institutions and Organizations" in this publication. (HS)

"Indians of North America: Potawatomi." Schlessinger Video Productions, 1994. Chronicles the migration and scattering of the Potawatomi who originated north of the Great Lakes. The program features Potawatomi Indians from Forest County, Wisconsin. Available from the Wisconsin Reference and Loan Library. See "Institutions and Organizations" in this publication. (HS)

"More than Bows and Arrows." Camera 1, 1994. Documents the contributions of Native Americans to the development of the U.S. and Canada. Rent or purchase from the Mississippi Valley Archeology Center, 1725 State Street, La Crosse, WI 54601, (608)785-8454, or purchase from the State Historical Museum Shop, (608) 264-6565. (HS)

"Thunder in the Dells." Ootek Productions, 1992. A look at how Wisconsin's Winnebago (Ho-Chunk) Indian people have retained heritage and how tourism has affected their culture. Available from Ootek Productions, S1229 Round River Trail, Spring Green, Wisconsin 53588. Study guide available. (HS)

"Treasures Beneath The Dome: Wisconsin's State Capitol." Wisconsin Department of Administration, 1997. (ES)(MS)(HS)

"Walking with Grandfather." Phil Lucas Productions, Inc., and Four Worlds Development Project, 1988. Six 15-minute segments. Viewers see the importance of elders and the oral tradition. For programming information, contact the Wisconsin Educational Communications Board, (608) 264-9693. (ES)

"Wisconsin Boatlandings During Spearfishing Season." Great Lakes Indian Fish and Wildlife Commission; 1992. A 30-minute compilation of video footage of boatlandings. Teachers can rent this for a fee from the Great Lakes Indian Fish and Wildlife Commission, P.O. Box 9, Odanah, Wisconsin 54861, (715) 682-6619. (HS)

"Wisconsin People." Hawkhill Associates, 1988. Explores a variety of festivals, traditions, and stories. Available from Hawkhill Associates, 125 East Gilman Street, P.O. Box 1029, Madison, Wisconsin 53701-1029, and the Wisconsin Reference and Loan Library. Teacher guide available. (ES)(MS)(HS)

"Wisconsin's Greatest Hits." Wisconsin Department of Development, Division of Tourism, 1987. A series of short unnarrated segments show scenes from around the state. Available from the Wisconsin Reference and Loan Library. See "Institutions and Organizations" in this publication. (ES)(MS)(HS)

"Wisconsin Industry." Hawkhill Associates, 1988. Features the development of the states's industrial economy. Available from Hawkhill Associates, 125 East Gilman Street, P.O. Box 1029, Madison, Wisconsin 53701-1029. (ES)(MS)(HS)

"Wisconsin Stories: Time To Play." Wisconsin Public Television and the State Historical Society of Wisconsin, 1998. The story of Wisconsin and its people is told in this 5-part series. Each segment is one hour in length. For programming information, contact the Wisconsin Educational Communications Board at (608) 264-9693 or visit its website at http://www.ecb.org (HS)

Appendix I

Definition of Primary Sources

Primary sources are defined as original documents or records that were generally recorded at the time an event occurred. Letters, diaries, posters, advertisements, maps and local government records are some examples of primary sources. Published books, magazines articles and most newspaper stories—which are **not** written by eyewitnesses—are **not** primary sources.

Imagine, then, you are assessing a student paper on the Peshtigo Fire of 1871. The student cites these sources:

1. An award winning book published in 1900 that quotes survivors about their experiences.

2. An 1871 newspaper article from *The New York Times* written by one of its veteran staff reporters.

3. A letter written by a Marinette County school teacher in 1871 describing her experience.

Clearly, only citation #3 qualifies as a primary source reference. Below is a chart that identifies primary source materials and their possible locations.

Ideas for Using Primary Source Documents

1. It is very important to help students identify what else is going in history at the time of the primary source documents in order to understand the documents.
2. Students can identify the author or source of the document.
3. Students can differentiate between historical facts and historical interpretations.
4. Students can identify multiple perspectives.
5. Students can identify the gaps of information in the available documents.
6. Students can develop hypotheses using their interpretations of the documents and review other primary source documents to check the validity of their hypotheses.
7. Students can be asked to draw conclusions based strictly on evidence in the primary source documents and raise questions and suggest answers using data from the document.
8. Students can hypothesize the influence of the past on the present.
9. Students can create timelines and identify where the documents would be on the timeline.

CATEGORIES	EXAMPLES	POSSIBLE LOCATIONS
Personal Papers	letters diaries recollections memorabilia scrapbooks family financial records legal documents (such as land deeds)	family keepsakes Area Research Centers State Historical Society of Wisconsin local historical societies local museums local libraries
Business Records	advertisements ledger/account books employee relations bills for goods letterhead correspondence publications	longtime businesses city directories Area Research Centers State Historical Society of Wisconsin local historical societies local museums local libraries
Local Government Records	school election town/city clerk wills court records vital records land records citizenship records	county courthouses city/town Halls Area Research Centers State Historical Society of Wisconsin
Maps	state/county atlas plat topographical Sanborn Fire Insurance Bird's Eye view railroad	Area Research Centers State Historical Society of Wisconsin local libraries local museums local historical societies vendors local surveyors' offices
Photographs	postcards snapshots portraits films videos	family keepsakes Area Research Centers State Historical Society of Wisconsin local libraries local museums local historical societies newspapers
Broadsides	posters advertisements drawings	Area Research Centers State Historical Society of Wisconsin Museums (specialized and local) local libraries
Census Records	federal state school	Area Research Centers State Historical Society of Wisconsin local libraries

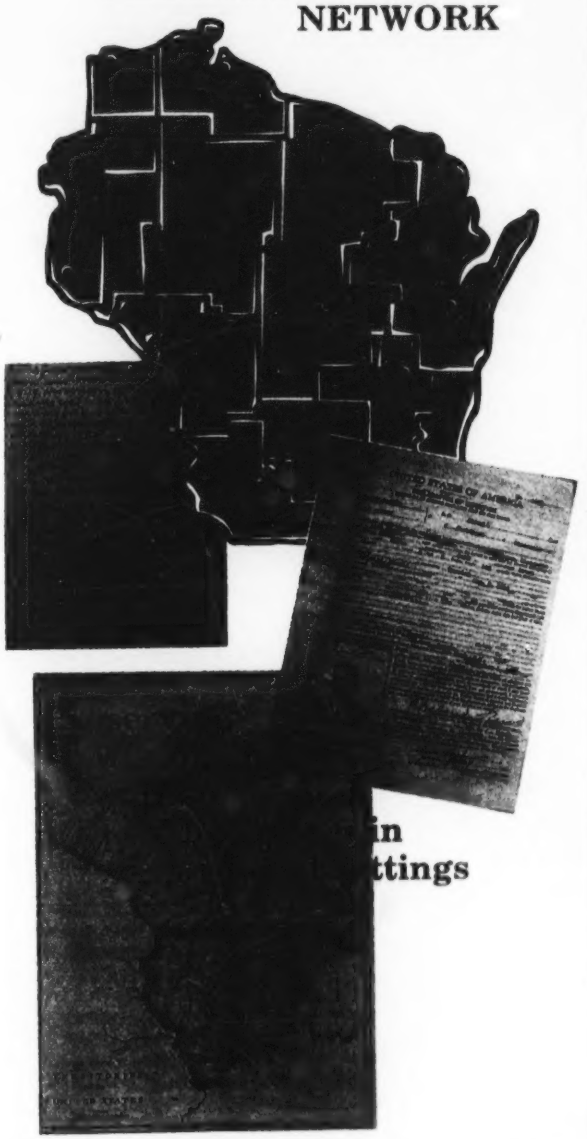
Appendix II

Wisconsin Area Research Center Network

WISCONSIN COUNTIES AND THE ARC FOR EACH

Adams	Stevens Point	**Marathon**	Stevens Point
Ashland	Ashland	**Marinette**	Green Bay
Barron	Stout	**Marquette**	Oshkosh
Bayfield	Ashland	**Menominee**	Green Bay
Brown	Green Bay	**Milwaukee**	Milwaukee
Buffalo	Eau Claire	**Monroe**	La Crosse
Burnett	River Falls	**Oconto**	Green Bay
Calumet	Green Bay	**Oneida**	Stevens Point
Chippewa	Eau Claire	**Outagamie**	Green Bay
Clark	Eau Claire	**Ozaukee**	Milwaukee
Columbia	SHSW	**Pepin**	Stout
Crawford	Platteville	**Pierce**	River Falls
Dane	SHSW	**Polk**	River Falls
Dodge	Oshkosh	**Portage**	Stevens Point
Door	Green Bay	**Price**	Eau Claire
Douglas	Superior	**Racine**	Parkside
Dunn	Stout	**Richland**	Platteville
Eau Claire	Eau Claire	**Rock**	Whitewater
Florence	Green Bay	**Rusk**	Eau Claire
Fond du Lac	Oshkosh	**St. Croix**	River Falls
Forest	Stevens Point	**Sauk**	SHSW
Grant	Platteville	**Sawyer**	Eau Claire
Green	Platteville	**Shawano**	Green Bay
Green Lake	Oshkosh	**Sheboygan**	Milwaukee
Iowa	Platteville	**Taylor**	Eau Claire
Iron	Ashland	**Trempealeau**	La Crosse
Jackson	La Crosse	**Vernon**	La Crosse
Jefferson	Whitewater	**Vilas**	Stevens Point
Juneau	Stevens Point	**Walworth**	Whitewater
Kenosha	Parkside	**Washburn**	River Falls
Kewaunee	Green Bay	**Washington**	Milwaukee
La Crosse	La Crosse	**Waukesha**	Milwaukee
Lafayette	Platteville	**Waupaca**	Stevens Point
Langlade	Stevens Point	**Waushara**	Stevens Point
Lincoln	Stevens Point	**Winnebago**	Oshkosh
Manitowoc	Green Bay	**Wood**	Stevens Point

THE WISCONSIN AREA RESEARCH CENTER NETWORK



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THE AREA RESEARCH CENTER NETWORK AT A GLANCE

Everyone is Welcome

Everyone is invited to use the collections—university faculty and staff, local history writers, genealogists, business community members, historic preservationists, consultants, school teachers, and students of all ages are welcome!

What We Are

Fourteen archives located at eleven University of Wisconsin four-year campuses, Superior Public Library, the Northland Region, and the State Historical Society of Wisconsin make up the Area Research Center Network. Each Area Research Center is responsible for a geographical region and has extensive collections of historical papers, manuscripts, local public records, campus records, photographs, and related materials documenting its region's history.

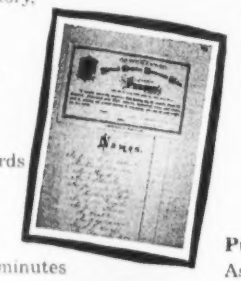
What We Do

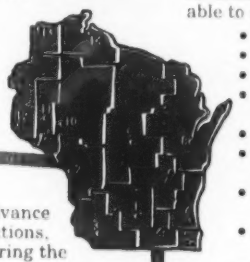
"History at your doorstep"—Together the State Historical Society of Wisconsin and each Area Research Center identify, collect, organize, preserve, and encourage people to use records that document Wisconsin's heritage. This cooperative effort brings resources and people together in local settings for information and scholarship on Wisconsin history, communities, and families.

What We Have

Each Area Research Center is a unique place with its own special resources, but most have the following material related to their geographical regions:

- Manuscript collections
  - Business records
  - Records of community organizations
  - Diaries
  - Letters
  - Scrapbooks
- Census records (Wis.)
- Maps & atlases
- Vital statistics (pre-1907)
- City directories
- Local & county histories
- Local government records
  - Court records
  - Citizenship records
  - Tax rolls
  - School record books
  - City & county board minutes
- Local newspapers
- Genealogy books
- Oral histories
- Photographs
- University archives





Hours

Each ARC has its own hours. It is always best to make advance contact for up-to-date hours, availability of staff and collections, and location and parking information. Hours may vary during the summer and university recesses.

Research/User Services

Many ARCs offer the following services:

- Research assistance/consultation
  - On-site
  - Mail
  - Telephone
  - Fax
  - Email/World Wide Web
- Microform and special format equipment
- Network transfer provisions—temporary transfer of collections among network facilities
- Access Tools
  - In-house finding aids and databases
  - Printed guides
  - Informational handouts
  - Online Public Access Catalogs (OPACs)
  - Internet Web pages
- Photoduplication of most holdings
- Certified copies of documents (for legal use)
- Guidance on:
  - Archival practices and procedures
  - Research and topic selection
  - Document preservation
  - Classroom use and projects
- Information and referral to other agencies as appropriate

Public Programs

As time and circumstances allow, many ARCs are able to offer several public programs a year.

- Exhibits
- Workshops
- Tours
- Speakers and programs for organizations
- School programs
- University class presentations
- Aids and training for teachers
- Service opportunities for volunteers
- Student Internships

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Wisconsin Area Research Center Network Contacts

- **Eau Claire (10)**
  Lawrence D. Lynch
  Universityof Wisconsin-Eau Claire
  Eau Claire, WI 54702-5010
  Phone: 715-836-3873

- **Green Bay (8)**
  Debra Anderson
  University of Wisconsin-Green Bay
  Green Bay, WI 54311-7001
  Phone: 920-465-2539

- **La Crosse (2)**
  Paul Beck
  University of Wisconsin-La Crosse
  La Crosse, WI 54601
  Phone: 608-785-8511

- **Milwaukee (6)**
  Timothy Ericson
  University of Wisconsin-Milwaukee
  Milwaukee, WI 53201
  Phone: 414-229-5402

- **Northland Region (14)**
  Steve Cotherman
  Northern Great Lakes Center
  Route 3, Box 418
  Ashland, WI 54806
  Phone: 715-685-2649

- **Oshkosh (7)**
  Joshua Ranger
  University of Wisconsin-Oshkosh
  Oshkosh, WI 54901
  Phone: 920-424-0828

- **Parkside (5)**
  Ellen Pedraza
  University of Wisconsin-Parkside
  Kenosha, WI 53141-2000
  Phone: 414-595-2411

- **Platteville (3)**
  Mary Freymiller
  University of Wisconsin-Platteville
  Platteville, WI 53818
  Phone: 608-342-1719

- **River Falls (12)**
  Susan Ginter Watson
  University of Wisconsin-River Falls
  River Falls, WI 54022
  Phone: 715-425-3567

- **Stevens Point (9)**
  William Paul
  University of Wisconsin-Stevens Point
  Stevens Point, WI 54481
  Phone: 715-346-2586

- **Stout (11)**
  Kevin Thorie
  University of Wisconsin-Stout
  Menomonie, WI 54751
  Phone: 715-232-2300

- **Superior (13)**
  Julie Zachau
  Superior Public Library
  1530 Tower Avenue
  Superior, WI 54880
  Phone: 715-394-8860

- **Whitewater (4)**
  Karen Weston
  University of Wisconsin-Whitewater
  Whitewater, WI 53190
  Phone: 414-472-5520

- **State Historical Society of Wisconsin (SHSW) (1)**
  Archives Reference
  State Historical Society of Wisconsin
  816 State Street
  Madison, WI 53706
  Phone: 608-264-6460

Appendix III

Tribal and Intertribal Offices in Wisconsin

Bad River Band of Lake Superior Tribe
of Chippewa Indians
P.O. Box 39
Odanah, WI 54861
(715) 682-7111

Brothertown Indian Nation
AV2428 Witches Lake Rd.
Woodruff, WI 54568
(Currently not federally recognized)

Forest County Potawatomi Tribe
P.O. Box 340
Crandon, WI 54520
(715) 478-2903

Great Lakes Inter-Tribal Council, Inc.
P.O. Box 9
Odanah, WI 54861
(715) 682-6619

Great Lakes Indian Fish and Wildlife Commission
P.O. Box 9
Lac du Flambeau, WI 54538
(715) 682-6619

Ho-Chunk Nation
P.O. Box 667, Main Street
Black River Falls, WI 54615
(715) 284-9343

Lac Courte Oreilles Band of Lake Superior
Chippewa Indians
Route 2, Box 2700
Hayward, WI 54843
(715) 634-8934

Lac du Flambeau Band of
Lake Superior Chippewa Indians
P0. Box 67
Lac du Flambeau, WI 54538
(715) 588-3303

Menominee Indian Tribe of Wisconsin
P.O. Box 910
Keshena, WI 54135
(715) 799-5100

Oneida Tribe of Indians of Wisconsin
P.O. Box 365
Oneida, WI 54155-0365
(414) 869-2214

Red Cliff Band of Lake Superior Chippewa Indians
P.O. Box 529
Bayfield, WI 54814
(715) 349-2195

St. Croix Chippewa Indians of Wisconsin
P.O. Box 287
Hertel, WI 54845
(715) 349-2195

Mole Lake Band of Wisconsin
(Sokaogon Chippewa Community)
Route 1, Box 625
Crandon, WI 54520
(715) 478-2604

Stockbridge-Munsee Tribe
Route 1 N 8476 Mohheconnuck Road
Bowler, WI 54416
(715) 793-4111

Appendix IV

Here is the full text of the academic standards used in this book. You can view the entire set of Wisconsin's Model Academic Standards for Social Studies, or any of the other state academic standards, on the Wisconsin Department of Public Instruction's website.

Here's how:

1) Go to the DPI Search Website by typing in: http://www.dpi.state.wi.us
2) A page appears with the question "What are you looking for?" Type in, "Wisconsin Model Academic Standards" and hit the "Enter" key.
3) Follow the links onscreen to the academic standards.

Wisconsin Geography Standards

A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface.

A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters.

A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world.

A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world.

A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment.

A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating.

A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place.

A.8.2 Construct mental maps of selected locales, regions, states, and countries, and draw maps from memory, representing relative location, directions, size and shape.

A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world.

A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities.

A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment.

A.12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration.

A.12.3 Construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features.

A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world.

A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

Wisconsin History Standards

B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts.

B.4.2 Use a timeline to select, organize, and sequence information describing eras in history.

B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events.

B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups.

B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags.

B.4.7 Identify and describe important events and famous people in Wisconsin and United States history.

B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effect of technological change, either beneficial or harmful, on people and the environment.

B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations.

B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.

B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used.

B.8.7 Identify significant events and people in the major eras of United States and world history.

B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society.

B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations.

B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches.

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.

B.12.3 Recall, select, and analyze significant historical periods and the relationships among them.

B.12.4 Assess the validity of different interpretations of significant historical events.

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history.

B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.

B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions.

B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved.

B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world.

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world.

Wisconsin Political Science and Citizenship Standards

C.8.6 Explain the role of political parties and interest groups in American politics.

C.8.8 Identify ways in which advocates participate in public policy debates.

C.12.9 Identify and evaluate the means through which advocates influence public policy, and identify ways people may participate effectively in community affairs and the political process.

C.12.12 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement.

C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals.

C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women.

Wisconsin Economics Standards

D.4.3 Identify local goods and services that are part of the global economy and explain their use in Wisconsin.

D.4.4 Give examples to explain how businesses and industries depend upon workers with specialized skills to make production more efficient.

D.8.2 Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services.

D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns.

D.8.9 Explain why the earning power of workers depends on their productivity and the market value of what they produce.

D.12.2 Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time.

Wisconsin Behavioral Science Standards

E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people.

E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions.

E.4.9 Explain how people learn about others who are different from themselves.

E.4.10 Give examples and explain how the media may influence opinions, choices, and decisions.

E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures.

E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people.

E.8.8 Give examples to show how the media may influence the behavior and decision-making of individuals and groups.

E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world.

E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding.

E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors.